

Correlation of Project WET to the NH Curriculum Frameworks

The NH Department of Education has developed curriculum frameworks for science, social studies, mathematics, and English language arts. These frameworks include curriculum standards that refer to specific knowledge, understandings, and skills that every student should know and be able to demonstrate upon graduation from a public high school in New Hampshire.

In 1999, NH Project WET completed a project to correlate the activities found in the *Project WET Curriculum and Activity Guide* to NH's Curriculum Frameworks for science, social studies, mathematics, and English language arts. The resources found below allow educators to determine at a glance (1) those state curriculum standards with which each Project WET activity is aligned and (2) those Project WET activities which are aligned with each state standard. The charts are quick at-a-glance references while the handbook provides complete information about all correlation materials.

- [Chart of Correlations to NH Science Framework](#) (link to science correlation chart.doc)
- [Chart of Correlations to NH Social Studies Framework](#) (link to social studies correlation chart.doc)
- [Chart of Correlations to NH Mathematics Framework](#) (link to math correlation chart.doc)
- [Chart of Correlations to NH English Language Arts Framework](#) (link to ela correlation chart.doc)
- [Complete correlations handbook](#) (link to corrhandbook.doc)

Note: Any attempt to correlate universal curriculum standards and a single curriculum program involves subjectivity. Two important steps were taken to limit bias. First, one reviewer applied a rigorous methodology to determine the correlations for all activities. Second, drafts were peer-reviewed by various education and water resources professionals.

Correlations of Project WET Activities to NH’s Science Curriculum Framework

	NH's Science Curriculum Standards*																								
WET Activity	1a	2a	2b	2c	2d	2e	2f	3a	3b	3c	3d	4a	4b	4c	5a	5b	5c	5d	5e	5f	5g	6a	6b	6c	6d
Adventures in Density	●														●	●					●				
AfterMath						●							●											●	●
A-Maze-Ing Water						●								●										●	
Aqua Bodies									●													●			
Aqua Notes									●	●	●											●			
Back to the Future													●												
Branching Out!	●												●									●		●	
Capture, Store, & Release													●									●	●	●	
The CEO					●									●											
Choices and Preferences						●								●											
Cold Cash in the Icebox	●	●			●	●											●				●		●	●	
Color Me a Watershed														●									●		
Common Water						●								●									●	●	
Dilemma Derby						●	●							●											
A Drop in the Bucket		●											●	●								●		●	
Dust Bowls & Levees						●								●											
Easy Street						●								●											
Energetic Water					●	●											●					●		●	
Every Drop Counts						●								●										●	
Get the GW Picture													●	●	●									●	
Geyser Guts	●												●									●		●	
A Grave Mistake	●					●	●						●	●										●	
The Great Stony Book													●											●	
Great Water Journeys													●												
H ₂ Olympics	●		●			●									●				●				●		
Hangin' Together																●		●						●	
Hot Water																									
A House of Seasons													●												
Humpty Dumpty							●		●					●								●	●	●	
Imagine!										●			●			●					●	●	●		
Incredible Journey										●			●			●					●	●	●		
Irrigation Interpretation	●					●			●					●									●	●	

* See end of document to view complete text of NH Science Curriculum Standards with their associated code.

	NH's Science Curriculum Standards*																									
WET Activity	1a	2a	2b	2c	2d	2e	2f	3a	3b	3c	3d	4a	4b	4c	5a	5b	5c	5d	5e	5f	5g	6a	6b	6c	6d	
Is There Water on Zork?	☛	☛													☛	☛										
Just Passing Through													☛	☛									☛	☛		
Let's Even Things Out										☛						☛					☛		☛			
The Life Box										☛	☛															
Life in the Fast Lane	☛		☛						☛	☛													☛	☛		
The Long Haul						☛								☛												
Macroinvert. Mayhem	☛							☛	☛					☛									☛	☛		
Molecules in Motion																☛					☛		☛	☛		
Money Down the Drain	☛																							☛		
Nature Rules!													☛													
No Bellyachers									☛		☛													☛		
Old Water								☛				☛														
Pass the Jug														☛										☛		
People of the Bog	☛								☛				☛			☛						☛	☛	☛		
Perspectives						☛																				
Piece It Together												☛	☛													
Poetic Precipitation													☛			☛	☛				☛			☛		
Poison Pump	☛										☛															
The Price is Right						☛																				
The Pucker Effect	☛												☛	☛										☛		
Raining Cats and Dogs																										
The Rainstick	☛				☛																	☛		☛		
Rainy-Day Hike	☛												☛													
Reaching Your Limits						☛								☛										☛		
Salt Marsh Players								☛	☛		☛	☛	☛									☛	☛	☛		
Sparkling Water	☛					☛					☛			☛												
Stream Sense	☛												☛													
Sum of the Parts						☛								☛								☛	☛	☛		
Super Bowl Surge						☛								☛										☛		
Super Sleuths											☛															
Thirsty Plants	☛	☛								☛			☛	☛		☛					☛	☛		☛		
The Thunderstorm													☛													
Water: Read All About It						☛																				
Water Address								☛																		

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	NH's Science Curriculum Standards*																								
WET Activity	1a	2a	2b	2c	2d	2e	2f	3a	3b	3c	3d	4a	4b	4c	5a	5b	5c	5d	5e	5f	5g	6a	6b	6c	6d
Water Bill of Rights						☐								☐											
Water Celebration																									
Water Concentration					☐	☐	☐																		
Water Court																									
Water Crossings					☐	☐	☐																	☐	
Water in Motion																			☐					☐	
Water Match																☐									
Water Messages in Stone																									
Water Meter														☐											
Water Models									☐	☐			☐			☐						☐		☐	
Water Works						☐								☐								☐		☐	
Water Write																									
Wet Vacation													☐									☐			
Wet-Work Shuffle						☐	☐																		
Wetland Soils in Color			☐										☐		☐	☐									
What's Happening?				☐																					
What's the Solution?	☐	☐													☐	☐									
Where Are the Frogs?	☐	☐	☐						☐				☐	☐		☐							☐	☐	
Whose Problem Is It?						☐	☐																		
Wish Book						☐	☐																		

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K-12 Science Curriculum Standards

- 1a** Students will demonstrate an increasing understanding of how the scientific enterprise operates.
- 2a** Students will demonstrate an increasing ability to use measuring instruments to gather accurate and/or precise information.
- 2b** Students will demonstrate an increasing ability to use technology to observe nature.
- 2c** Students will demonstrate an increasing ability to analyze, synthesize, and communicate scientific information using technology.
- 2d** Students will demonstrate an increasing ability to understand how technology is used to synthesize new products.
- 2e** Students will demonstrate an increasing ability to understand that science and technology can affect individuals, and that individuals in turn can affect science and technology.
- 2f** Students will demonstrate an increasing ability to understand that progress in science and technology is controlled by societal attitudes and beliefs.
- 3a** Students will demonstrate an increasing ability to recognize patterns and products of evolution, including genetic variation, specialization, adaptation, and natural selection.
- 3b** Students will demonstrate an increasing ability to understand how environmental factors affect all living systems (i.e. individuals, community, biome, the biosphere) as well as species to species interactions.
- 3c** Students will demonstrate an increasing ability to understand that organisms are linked to one another and to their physical setting by the transfer and transformation of matter and energy to maintain a dynamic equilibrium.
- 3d** Students will demonstrate an increasing ability to understand fundamental structures, functions, and mechanisms of inheritance found in microorganisms, fungi, protists, plants, and animals.
- 4a** Students will demonstrate an increasing ability to understand that Earth is a unique member of our solar system, located in a galaxy, within the universe.
- 4b** Students will demonstrate an increasing ability to understand that the Earth is a complex planet with five interacting systems, which consists of the solid Earth (lithosphere), air (atmosphere), water (hydrosphere), ice (cryosphere), and life (biosphere).
- 4c** Students will demonstrate an increasing ability to understand that the Earth contains a variety of renewable and non-renewable resources.
- 5a** Students will demonstrate an increasing ability to distinguish among materials by utilizing observable properties.
- 5b** Students will demonstrate an increasing ability to understand that matter is composed of dynamic interactive units or particles, that all the properties and changes in matter can be explained in terms of the forces involved in the interactions of these units, and that mass is conserved in these changes and interactions.
- 5c** Students will demonstrate an increasing ability to understand the relationships among different types and forms of energy.
- 5d** Students will demonstrate an increasing understanding of how electrical and magnetic systems interact with matter and energy.
- 5e** Students will demonstrate an increasing understanding of how an unbalanced force exerted on an object causes a change in the state of rest or motion of that object in the direction of the unbalanced force.
- 5f** Students will demonstrate an increasing understanding that energy can be transmitted by waves, using light and sound as examples.
- 5g** Students will demonstrate an increasing understanding that heat is the product of many natural processes.
- 6a** Students will demonstrate an increasing ability to recognize parts of any object or system, and understand how the parts interrelate in the operation of that object or systems.
- 6b** Students will demonstrate their understanding of the meaning of stability and change and will be able to identify and explain change in terms of cause and effect.
- 6c** Students will understand the meaning of models, their appropriate use and limitations, and how models can help them in understanding the natural world.
- 6d** Students will increasingly quantify their interactions with phenomena in the natural world, use these results to understand differences of scale in objects and systems, and determine how changes in scale affect various properties of those objects and systems.

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Correlations of Project WET Activities to NH's Social Studies Curriculum Framework

	NH's Social Studies Curriculum Standards*																	
WET Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Adventures in Density																		
AfterMath									●					●				
A-Maze-Ing Water																		
Aqua Bodies																		
Aqua Notes																		
Back to the Future	●								●					●	●			
Branching Out!										●		●						
Capture, Store, & Release												●		●				
The CEO					●				●									
Choices and Preferences														●				
Cold Cash in the Icebox																●		
Color Me a Watershed										●	●		●		●	●		
Common Water													●	●	●	●		
Dilemma Derby				●														
A Drop in the Bucket												●						
Dust Bowls & Levees														●		●		
Easy Street																●		
Energetic Water																●		
Every Drop Counts																		
Get the GW Picture												●		●				
Geyser Guts												●						
A Grave Mistake										●				●	●	●		
The Great Stony Book												●				●		
Great Water Journeys										●		●	●	●	●	●		
H ₂ Olympics																		
Hangin' Together																		
Hot Water																		
A House of Seasons											●							
Humpty Dumpty												●		●	●			
Imagine!																		
Incredible Journey																		

* See end of document to view complete text of NH Social Studies Curriculum Standards with their associated code.

	NH's Social Studies Curriculum Standards*																	
WET Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Irrigation Interpretation					●				●	●	●		●	●	●	●		
Is There Water on Zork?																		
Just Passing Through																		
Let's Even Things Out																		
The Life Box																		
Life in the Fast Lane										●		●		●				
The Long Haul																●		
Macroinvert. Mayhem																		
Molecules in Motion																		
Money Down the Drain																		
Nature Rules!																●		
No Bellyachers																		
Old Water																●		
Pass the Jug	●				●									●		●		
People of the Bog												●				●		
Perspectives									●									
Piece It Together										●	●	●	●	●	●			
Poetic Precipitation																		
Poison Pump										●	●				●			
The Price is Right	●				●				●	●					●			
The Pucker Effect										●								
Raining Cats and Dogs											●							
The Rainstick											●					●		
Rainy-Day Hike										●		●						
Reaching Your Limits																		
Salt Marsh Players												●						
Sparkling Water																		
Stream Sense																		
Sum of the Parts														●				
Super Bowl Surge									●					●				
Super Sleuths										●			●		●			
Thirsty Plants																		
The Thunderstorm																		

* See end of document to view complete text of NH Social Studies Curriculum Standards with their associated code.

	NH's Social Studies Curriculum Standards*																	
WET Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Water: Read All About It																●		
Water Address												●						
Water Bill of Rights		●																
Water Celebration																		
Water Concentration																●		
Water Court	●	●		●														
Water Crossings										●			●	●	●	●		
Water in Motion																		
Water Match																		
Water Messages in Stone																●		●
Water Meter																		
Water Models										●	●	●						
Water Works				●														
Water Write																		
Wet Vacation										●	●	●		●				
Wet-Work Shuffle																		
Wetland Soils in Color											●							
What's Happening?																		
What's the Solution?																		
Where Are the Frogs?																		
Whose Problem Is It?															●			
Wish Book																●		

* See end of document to view complete text of NH Social Studies Curriculum Standards with their associated code.

K-12 Social Studies Curriculum Standards

1. Students will demonstrate an understanding of the purpose of government and how government is organized.
2. Students will demonstrate an understanding of the fundamental ideals and principles of American democracy; the major provisions of the United States and New Hampshire Constitutions; and the organization and operation of government at all levels including the legislative, executive, and judicial branches.
3. Students will demonstrate an understanding of the relationship of the United States to other nations and the role of the United States in world affairs.
4. Students will demonstrate an understanding of the meaning, rights, and responsibilities of citizenship as well as the ability to apply their knowledge of the ideals, principles, organization, and operation of American government through the political process and citizen involvement.
5. Students will demonstrate the ability to analyze the potential costs and benefits of economic choices in market economies including wants and needs; scarcity; tradeoffs; and the role of supply and demand, incentives, and prices.
6. Students will demonstrate the ability to examine the interaction of individuals, households, communities, businesses, and governments in market economies including competition; specialization; productivity; traditional forms of enterprise; and the role of money and financial institutions.
7. Students will demonstrate an understanding of different types of economic systems, their advantages and disadvantages, and how the economic systems used in particular countries may change over time.
8. Students will demonstrate an understanding of the patterns and results of international trade including distribution of economic resources; imports and exports; specialization; interdependence; exchange of money; and trade policies.
9. Students will demonstrate the ability and willingness to apply economic concepts in the examination and resolution of problems and issues in educational, occupational, civic, and everyday settings.
10. Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.
11. Students will demonstrate an understanding of the physical and human geographic features that define places and regions.
12. Students will demonstrate an understanding of landform patterns and water systems on Earth's surface; the physical processes that shape these patterns; and the characteristics and distribution of ecosystems.
13. Students will demonstrate an understanding of the impact of human systems on Earth's surface including the characteristics, distribution, and migration of human populations; the nature and complexity of patterns of cultural diffusion; pattern and networks of economic interdependence; processes, patterns, and functions of human settlement; and the forces of cooperation and conflict that shape human geographic divisions.
14. Students will demonstrate an understanding of the connections between Earth's physical and human systems; the consequences of the interaction between human and physical systems; and changes in the meaning, use, distribution, and importance of resources.
15. Students will demonstrate the ability to apply their knowledge of geographic concepts, skills, and technology to interpret the past and the present and to plan for the future.
16. Students will demonstrate the ability to employ historical analysis, interpretation, and comprehension to make reasoned judgements and to gain an understanding, perspective, and appreciation of history and its uses in contemporary situations.
17. Students will demonstrate a knowledge of the chronology and significance of the unfolding story of America including the history of their community, New Hampshire, and the United States.

* See end of document to view complete text of NH Social Studies Curriculum Standards with their associated code.

18. Students will demonstrate a knowledge of the chronology and significant developments of world history including the study of ancient, medieval, and modern Europe (Western civilization) with particular emphasis on those developments that have shaped the experiences of the entire globe over the last 500 years and those ideas, institutions, and cultural legacies that have directly influenced American thought, culture, and politics.

* See end of document to view complete text of NH Social Studies Curriculum Standards with their associated code.

Correlations of Project WET Activities to NH’s Mathematics Curriculum Framework

	NH Mathematics Curriculum Standards*																
WET Activity	1a	1b	2a	2b	3a	3b	3c	3d	4a	4b	4c	4d	5a	6a	6b	7a	8a
Adventures in Density																	
AfterMath				●			●	●					●		●		
A-Maze-Ing Water																	
Aqua Bodies				●			●	●									
Aqua Notes																	
Back to the Future	●			●									●				
Branching Out!																	
Capture, Store, & Release				●			●									●	
The CEO																	
Choices and Preferences				●			●						●			●	
Cold Cash in the Icebox				●							●		●			●	
Color Me a Watershed	●			●			●	●			●		●			●	
Common Water																	
Dilemma Derby																	
A Drop in the Bucket	●			●			●	●									
Dust Bowls & Levees																	
Easy Street				●			●	●									
Energetic Water																	
Every Drop Counts				●									●				
Get the GW Picture				●			●				●		●	●			
Geyser Guts																	
A Grave Mistake	●			●							●		●		●		
The Great Stony Book																	
Great Water Journeys																	
H ₂ Olympics				●							●						
Hangin’ Together																	
Hot Water																	
A House of Seasons																	
Humpty Dumpty																	
Imagine!																	
Incredible Journey																	

* See end of document to view complete text of NH Mathematics Curriculum Standards with their associated code.

	NH Mathematics Curriculum Standards*																
WET Activity	1a	1b	2a	2b	3a	3b	3c	3d	4a	4b	4c	4d	5a	6a	6b	7a	8a
Irrigation Interpretation																	
Is There Water on Zork?																	
Just Passing Through																	
Let’s Even Things Out																	
The Life Box																	
Life in the Fast Lane																	
The Long Haul				●				●									
Macroinvert. Mayhem				●									●	●		●	
Molecules in Motion																	
Money Down the Drain	●			●			●	●					●				
Nature Rules!																	
No Bellyachers																	
Old Water				●							●						
Pass the Jug																	
People of the Bog																	
Perspectives																	
Piece It Together																	
Poetic Precipitation																	
Poison Pump	●	●		●													
The Price is Right	●			●			●				●		●				●
The Pucker Effect				●									●				
Raining Cats and Dogs																	
The Rainstick																	
Rainy-Day Hike																	
Reaching Your Limits				●	●												
Salt Marsh Players																	
Sparkling Water																	
Stream Sense																	
Sum of the Parts																	
Super Bowl Surge																	
Super Sleuths																	
Thirsty Plants	●			●			●	●			●		●				
The Thunderstorm				●			●				●		●	●	●		

* See end of document to view complete text of NH Mathematics Curriculum Standards with their associated code.

	NH Mathematics Curriculum Standards*																
WET Activity	1a	1b	2a	2b	3a	3b	3c	3d	4a	4b	4c	4d	5a	6a	6b	7a	8a
Water: Read All About It																	
Water Address																	
Water Bill of Rights																	
Water Celebration																	
Water Concentration																	
Water Court																	
Water Crossings																	
Water in Motion																	
Water Match																	
Water Messages in Stone																	
Water Meter				●			●						●	●			
Water Models																	
Water Works																	
Water Write																	
Wet Vacation																	
Wet-Work Shuffle																	
Wetland Soils in Color																	
What’s Happening?				●									●	●			
What’s the Solution?																	
Where Are the Frogs?				●									●	●			
Whose Problem Is It?																	
Wish Book																	

* See end of document to view complete text of NH Mathematics Curriculum Standards with their associated code.

K-12 Mathematics Curriculum Standards

- 1a** Students will use problem-solving strategies to investigate and understand increasing complex mathematical content.
- 1b** Students will use mathematical reasoning.
- 2a** Students will communicate their understanding of mathematics.
- 2b** Students will recognize, develop, and explore mathematical connections.
- 3a** Students will develop number sense and an understanding of our numeration system.
- 3b** Students will understand the concepts of number operations.
- 3c** Students will compute.
- 3d** Students will use mental computation and estimation skills and strategies and know when it is appropriate to do so.
- 4a** Students will name, describe, model, classify, and compare geometric shapes and their properties with an emphasis on their wide applicability in human activity.
- 4b** Students will develop spatial sense.
- 4c** Students will develop an understanding of measurement and systems of measurement through experiences which enable them to use a variety of techniques, tools, and units of measurement to describe and analyze quantifiable phenomena.
- 4d** Students will know the basic concepts of trigonometry and apply these concepts to real-world problems.
- 5a** Students will use data analysis, statistics, and probability to analyze given situations and the outcomes of experiments.
- 6a** Students will recognize patterns and describe and represent relations and function with tables, graphs, equations, and rules, and analyze how a change in one element results in a change in another.
- 6b** Students will use algebraic concepts and processes to represent situations that involve variable quantities with expressions, equations, inequalities, matrices, and graphs.
- 7a** Students will be able to use concepts about mathematical change in analyzing patterns, graphs, and applied situations.
- 8a** Students will use a variety of tools from discrete mathematics to explore and model real-world situations.

* See end of document to view complete text of NH Mathematics Curriculum Standards with their associated code.

Correlations of Project WET Activities to NH's English Language Arts Curriculum Framework

WET Activity	NH's ELA Curriculum Standards*						
	1	2	3**	4	5	6**	7**
Adventures in Density			●	●		●	●
AfterMath			●		●	●	●
A-Maze-Ing Water			●		●	●	●
Aqua Bodies			●		●	●	●
Aqua Notes		●	●			●	●
Back to the Future			●			●	●
Branching Out!		●	●			●	●
Capture, Store, & Release			●			●	●
The CEO		●	●		●	●	●
Choices and Preferences			●			●	●
Cold Cash in the Icebox			●			●	●
Color Me a Watershed			●		●	●	●
Common Water			●		●	●	●
Dilemma Derby			●			●	●
A Drop in the Bucket			●			●	●
Dust Bowls & Levees		●	●	●	●	●	●
Easy Street			●			●	●
Energetic Water			●		●	●	●
Every Drop Counts			●		●	●	●
Get the GW Picture			●			●	●
Geyser Guts			●			●	●
A Grave Mistake			●			●	●
The Great Stony Book	●	●	●			●	●
Great Water Journeys		●	●		●	●	●
H ₂ Olympics			●			●	●
Hangin' Together			●			●	●
Hot Water			●		●	●	●
A House of Seasons			●			●	●
Humpty Dumpty			●			●	●
Imagine!		●	●			●	●
Incredible Journey		●	●			●	●
Irrigation Interpretation			●			●	●
Is There Water on Zork?			●			●	●
Just Passing Through			●			●	●
Let's Even Things Out			●			●	●
The Life Box			●			●	●
Life in the Fast Lane		●	●		●	●	●
The Long Haul			●			●	●
Macroinvert. Mayhem		●	●		●	●	●
Molecules in Motion		●	●			●	●
Money Down the Drain			●			●	●
Nature Rules!		●	●		●	●	●

* See end of document to view complete text of NH English Language Arts Curriculum Standards with their associated code.

** Due to the broad nature of this standard, any Project WET activity will align with it.

	NH's ELA Curriculum Standards*						
WET Activity	1	2	3**	4	5	6**	7**
No Bellyachers			●			●	●
Old Water			●			●	●
Pass the Jug			●		●	●	●
People of the Bog		●	●		●	●	●
Perspectives			●		●	●	●
Piece It Together		●	●		●	●	●
Poetic Precipitation		●	●	●		●	●
Poison Pump			●			●	●
The Price is Right			●		●	●	●
The Pucker Effect			●			●	●
Raining Cats and Dogs	●		●			●	●
The Rainstick			●			●	●
Rainy-Day Hike			●			●	●
Reaching Your Limits			●		●	●	●
Salt Marsh Players		●	●		●	●	●
Sparkling Water		●	●		●	●	●
Stream Sense		●	●			●	●
Sum of the Parts		●	●		●	●	●
Super Bowl Surge		●	●		●	●	●
Super Sleuths			●		●	●	●
Thirsty Plants		●	●		●	●	●
The Thunderstorm		●	●			●	●
Water: Read All About It		●	●		●	●	●
Water Address		●	●		●	●	●
Water Bill of Rights		●	●	●		●	●
Water Celebration		●	●		●	●	●
Water Concentration		●	●			●	●
Water Court			●		●	●	●
Water Crossings		●	●			●	●
Water in Motion			●			●	●
Water Match			●			●	●
Water Messages in Stone			●			●	●
Water Meter		●	●			●	●
Water Models			●		●	●	●
Water Works			●			●	●
Water Write		●	●	●		●	●
Wet Vacation		●	●		●	●	●
Wet-Work Shuffle		●	●		●	●	●
Wetland Soils in Color			●			●	●
What's Happening?		●	●		●	●	●
What's the Solution?		●	●			●	●
Where Are the Frogs?			●		●	●	●
Whose Problem Is It?			●		●	●	●
Wish Book			●			●	●

* See end of document to view complete text of NH English Language Arts Curriculum Standards with their associated code.

** Due to the broad nature of this standard, any Project WET activity will align with it.

K-12 English Language Arts Curriculum Standards

1. Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.
2. Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.
3. Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively and critically.
4. Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.
5. Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas.
6. Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing to communicate effectively.
7. Students will demonstrate competence in applying the interactive language processes of reading, writing, speaking, listening, and viewing to succeed in educational, occupational, civic, social, and everyday settings.

* See end of document to view complete text of NH English Language Arts Curriculum Standards with their associated code.

** Due to the broad nature of this standard, any Project WET activity will align with it.

A Handbook Linking Project WET's
Curriculum and Activity Guide
to
New Hampshire's Curriculum Frameworks

NH Project WET (Water Education for Teachers)
NH Department of Environmental Services
March 1999



**A Handbook Linking Project WET's
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March 1999

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Our thanks also goes to the NH Project WET Advisory Committee, whose members have worked for the development of the program and this resource. We are most grateful for your time and energy!

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- ◆ Heather Woodward, Pine Tree Elementary School (F)

AC = NH Project WET Advisory Committee

F = NH Project WET Facilitator

How To Use This Handbook

The purpose of this handbook is to assist educators who are reviewing and revising their curricula, in response to the New Hampshire curriculum frameworks.

The handbook is divided into two sections:

- ◆ **Part I** alphabetically lists each Project WET activity in the *Project WET Curriculum and Activity Guide* followed by an abbreviated version of the curriculum standard(s) with which it is aligned.

Use Part I if you have a particular Project WET activity in mind and want to know how it correlates with the state curriculum standards. Or, to find an appropriate activity to meet your needs, consult the cross referencing charts in the back of the *Project WET Curriculum and Activity Guide* to select several potential activities to supplement your unit. To determine which state standards correlate with these activities, find the name of each activity in this handbook and review the correlations. Select an activity based on your objectives for your unit and the degree to which the activity correlates with appropriate standards.

- ◆ **Part II** lists individual state curriculum standards from the four frameworks, followed by the Project WET activities that meet the individual standards.

Use Part II if you have a particular curriculum standard in mind and want an activity that meets this standard. Then read about the activities in the *Project WET Curriculum and Activity Guide* to determine the one most suitable for your particular situation.

For each of the four curriculum frameworks (science, social studies, mathematics, and English language arts), individual curriculum standards are listed, preceded by their respective numbers. Following each standard, the Project WET activities aligned with that standard are identified by name and page number.

Note: In an effort to practice the responsible use of resources, NH Project WET chose to print an abbreviated version of each curriculum standard in Part I to save room and use less paper. Had we printed the full text of each curriculum standard each time it aligned with an activity, this document would have been considerably longer and used considerably more paper. A complete list of the full text of each curriculum standard and the abbreviation we used in this handbook can be found beginning on page vii.

Introduction

Background

Public education is undergoing fundamental reform. In every discipline, new research reports recommend strategies for improving how our schools educate our students. Some reports suggest minor changes, while others recommend a major overhaul. One reform movement affecting change nationwide involves standards-based education.

“Standards” refer to specific knowledge, understandings, and skills that every students should know and be able to demonstrate upon graduation from a public high school in the United States; standards attempt to identify the most important ideas and skills in each subject area, to best prepare students for life.

In New Hampshire, the state Department of Education is implementing standards-based education through curriculum frameworks for science, social studies, mathematics, and English language arts. Although not mandated, the frameworks set forth high education standards to help educators develop effective K-12 curricula. Throughout the state, school districts are revising their current curricula and evaluating the effectiveness of their classroom materials to address the standards.

This handbook is a practical application of New Hampshire’s curriculum frameworks to a single curriculum program, Project WET (Water Education for Teachers). It allows educators to determine at a glance (1) those state curriculum standards with which each Project WET activity is aligned and (2) those Project WET activities which are aligned with each state standard. With this information, educators can easily identify appropriate Project WET activities for their lesson plans and address selected state standards more completely.

National Reform Efforts

Educational reform, including standards-based education, grew out of “America 2000,” an educational initiative conceived during the Bush Administration and translated into legislation signed by President Bill Clinton in March, 1994 (“Goals 2000: Educate America Act”). Among the goals of this act are students competency in core subjects (science, social studies, mathematics, English language arts) and preparation to compete in a global economy.

Two seminal documents driving educational reform include the National Commission on Excellence in Education’s (NCEE) report, *A Nation at Risk: The Imperative Educational Reform* (1983) and *Educating Americans for the 21st Century* (National Science Board, 1986).

Science: To achieve the goals set forth in the America 2000 initiative, the National Committee on Science Education Standards, under the auspices of the National Research Council, developed and published *National Science Education Standards* (1996), which sets national standards for science education programs, content, assessment, and other areas of educational endeavor. Another effort to improve science education is the American Association for the Advancement of Science’s Project 2061. The goal of this project is to ensure that by the time Haley’s Comet makes its next appearance in the year 2061, all U.S. citizens will possess the understandings

needed for life in the 21st century. This project focuses on integration among the science disciplines and connections of science with other curriculum areas (humanities and the social sciences).

Mathematics: Two landmark reform documents in mathematics education affecting current directions for change are *Curriculum and Evaluation Standards for School Mathematics* (National Council of Teachers of Mathematics, 1989) and *Everybody Counts* (Mathematical Sciences Education Board, 1989). These documents offer guiding principles and visions about possible directions for change in mathematics teaching and learning for all children.

English language arts: Defining outcomes or goals in the area of English language arts is the National Council of Teachers of English (NCTE) and the International Reading Association's (IRA) *Standards for the English Language Arts* (1996). The standards contained in this document grew out of current research about how students learn language and offer a coherent vision for improvement of English language arts teaching and learning.

Social Studies: Several documents guide reform efforts in the social studies, with the *Curriculum Standards for Social Studies* (National Council for the Social Studies, 1994) addressing comprehensive student performance expectations and overall curriculum design. This document defines what students should be learning in the early grades, middle grades, and high school.

The individual discipline standards that contribute to social studies (geography, history, economics, and civics and government) provide focused and enhanced content detail. For history, these include *National History Standards for K-4; Reaching Out in Time and Space; National Standards for United States History, Grades 5-12; and National Standards for World History, Grades 5-12* (all published by the National Center for History in the Schools, with no dates indicated). *Geography for Life: National Geography Standards* (Geography Education Standards Project, 1994) specifies the essential subject matter, skills, and perspectives that all students should have in order to attain high levels of competency in geography.

New Hampshire Curriculum Frameworks

Many states are responding to these national reform initiatives. The New Hampshire Department of Education (DOE) has developed curriculum frameworks ("standards") for science, social studies, mathematics, and English language arts. Each curriculum framework serves as (1) the basis for the development of assessment instruments to be administered, statewide, at the end of grades three, six, and ten; and as (2) a guide for making local decisions about curriculum development and delivery.

The frameworks contain both curriculum and proficiency standards. In general, the *curriculum* standards are end-of-grade twelve standards, whereas the *proficiency* standards establish specific expectations for the assessment of cumulative learning at the end of grades three, six, and ten.

To date, the following NH curriculum frameworks has been developed, and form the basis of this

correlation:

K-12 Science Curriculum Frameworks (2/95), with 25 curriculum standards;
K-12 Social Studies Curriculum Frameworks (8/95), with 18 curriculum standards;
K-12 Mathematics Curriculum Frameworks (2/95), with 17 broad goals;
K-12 English Language Arts Curriculum Frameworks (6/95), with 7 curriculum standards.

Project WET (Water Education for Teachers)

Project WET is an interdisciplinary, supplementary water education program for educators featuring the comprehensive K-12 National Project WET water education materials and other exciting WET resources and activities. Public and private school teachers, college professors, park and museum naturalists, youth group leaders, and other educators find WET resources invaluable for supplementing their lessons and programs about water and water issues. Within New Hampshire, Project WET is sponsored by the New Hampshire Department of Environmental Services (NHDES).

Project WET activities cover a diverse range of subjects including science, social studies, health, math, language arts, physical education, art, and music. The activities emphasize group learning, hands-on exploration, investigation of local issues, and involvement in community service projects. Project WET activities promote critical thinking and problem-solving skills and help provide students with the knowledge and experience they will need to make prudent decisions regarding water resources and our environment.

Methodology

New Hampshire’s curriculum frameworks contain both curriculum and proficiency standards. In general, the *curriculum* standards are end-of-grade twelve standards, whereas the *proficiency* standards establish specific expectations for the assessment of cumulative learning at the end of grades three, six, and ten.

The reviewers read each Project WET activity in its entirety, paying particular attention to the “Objectives” section on the first page, the “Skills” section in the blue sidebar and the “Assessment” section which was usually found on the last page of each activity. These areas were very helpful in determining what the activity was intended to accomplish.

They then reviewed each curriculum standard and their associated proficiency standards within all four frameworks to determine the degree of correlation of the broader curriculum standard with each Project WET activity; a match of at least one proficiency standard was required to indicate a correlation between that standard and an activity.

One thing should be noted about these correlations:

For each activity, the reviewer did not limit the review of the curriculum frameworks to only subjects that were listed in that particular activity’s subject identifier in the sidebar. For instance, concerning the activity “The Great Stony Book,” the reviewer examined all four of the curriculum frameworks (science, social studies, mathematics, and English language arts) even though that activity’s blue sidebar within the *Project WET Curriculum and Activity Guide* only indicates that it addresses the subject of earth science. Thus, several activities in this handbook show correlations with the curriculum frameworks of a certain subject area that is not listed in that activity’s blue sidebar. The decision to follow this protocol was made by the NH Project WET Advisory Committee in an effort to provide the most thorough and useful correlations possible for New Hampshire educators.

Note: any attempt to correlate universal curriculum standards and a single curriculum program involves subjectivity. Two important steps were taken to limit bias. First, one reviewer applied this rigorous methodology to determine the correlation. Second, drafts were peer-reviewed by NH Project WET facilitators and advisory committee members, all of whom are involved in education and/or water resources. Peer reviewers most common finding was that Project WET activities lend themselves to modification, and in so doing, would meet many standards than indicated. NH Project WET, however, chose to correlate based on an interpretation of the activities as they are written.

Curriculum Standards Abbreviations

In an effort to practice the responsible use of resources, NH Project WET chose to print an abbreviated version of each curriculum standard in Part I to save room and use less paper. Had we printed the full text of each curriculum standard each time it aligned with an activity, this document would have been considerably longer and used considerably more paper.

The following charts list the full text of NH's curriculum standards and the associated abbreviation used in this handbook.

K-12 Science Curriculum Standards

No.	Full Text	Abbreviated Text for Part I
1a	Students will demonstrate an increasing understanding of how the scientific enterprise operates.	Operation of the Scientific Process
2a	Students will demonstrate an increasing ability to use measuring instruments to gather accurate and/or precise information.	Use of measuring instruments
2b	Students will demonstrate an increasing ability to use technology to observe nature.	Use of technology to observe nature
2c	Students will demonstrate an increasing ability to analyze, synthesize, and communicate scientific information using technology.	Use of technology to analyze, synthesize, and communicate scientific information
2d	Students will demonstrate an increasing ability to understand how technology is used to synthesize new products.	Use of technology to synthesize new products
2e	Students will demonstrate an increasing ability to understand that science and technology can affect individuals, and that individuals in turn can affect science and technology.	Interaction between science, technology, and individuals
2f	Students will demonstrate an increasing ability to understand that progress in science and technology is controlled by societal attitudes and beliefs.	Control of progress in science and technology by society's attitudes and beliefs
3a	Students will demonstrate an increasing ability to recognize patterns and products of evolution, including genetic variation, specialization, adaptation, and natural selection.	Recognition of patterns and products of evolution
3b	Students will demonstrate an increasing ability to understand how environmental factors affect all living systems (i.e. individuals, community, biome, the biosphere) as well as species to species interactions.	Influence of environmental factors on living things
3c	Students will demonstrate an increasing ability to understand that organisms are linked to one another and to their physical setting by the transfer and transformation of matter and energy to maintain a dynamic equilibrium.	Transfer and transformation of matter and energy
No.	Full Text	Abbreviated Text for Part I

3d	Students will demonstrate an increasing ability to understand fundamental structures, functions, and mechanisms of inheritance found in microorganisms, fungi, protists, plants, and animals.	Fundamental structures, functions, and mechanisms of inheritance
4a	Students will demonstrate an increasing ability to understand that Earth is a unique member of our solar system, located in a galaxy, within the universe.	Earth as a unique member of the solar system
4b	Students will demonstrate an increasing ability to understand that the Earth is a complex planet with five interacting systems, which consists of the solid Earth (lithosphere), air (atmosphere), water (hydrosphere), ice (cryosphere), and life (biosphere).	Earth as a complex planet with five interacting systems
4c	Students will demonstrate an increasing ability to understand that the Earth contains a variety of renewable and non-renewable resources.	Earth's renewable and nonrenewable resources
5a	Students will demonstrate an increasing ability to distinguish among materials by utilizing observable properties.	Observable properties of materials
5b	Students will demonstrate an increasing ability to understand that matter is composed of dynamic interactive units or particles, that all the properties and changes in matter can be explained in terms of the forces involved in the interactions of these units, and that mass is conserved in these changes and interactions.	Composition of and changes in matter
5c	Students will demonstrate an increasing ability to understand the relationships among different types and forms of energy.	Relationships among different types and forms of energy
5d	Students will demonstrate an increasing understanding of how electrical and magnetic systems interact with matter and energy.	Interaction of electrical and magnetic systems with matter and energy
5e	Students will demonstrate an increasing understanding of how an unbalanced force exerted on an object causes a change in the state of rest or motion of that object in the direction of the unbalanced force.	Effect of forces on objects
5f	Students will demonstrate an increasing understanding that energy can be transmitted by waves, using light and sound as examples.	Transmission of energy by waves
5g	Students will demonstrate an increasing understanding that heat is the product of many natural processes.	Heat as a product of many natural processes
6a	Students will demonstrate an increasing ability to recognize parts of any object or system, and understand how the parts interrelate in the operation of that object or systems.	Recognition of the parts of any object or systems and their interrelation
6b	Students will demonstrate their understanding of the meaning of stability and change and will be able to identify and explain change in terms of cause and effect.	Stability and change, cause and effect
No.	Full Text	Abbreviated Text for Part I
	Students will understand the meaning of models, their	Meaning and appropriate use of

6c	appropriate use and limitations, and how models can help them in understanding the natural world.	models to understand the natural world
6d	Students will increasingly quantify their interactions with phenomena in the natural world, use these results to understand differences of scale in objects and systems, and determine how changes in scale affect various properties of those objects and systems.	Quantification of interactions with phenomena in the natural world to understand differences of scale

K-12 Social Studies Curriculum Standards

No.	Full Text	Abbreviated Text for Part I
1	Students will demonstrate an understanding of the purpose of government and how government is established and organized.	Purpose and establishment of government
2	Students will demonstrate an understanding of the fundamental ideals and principles of American democracy; the major provisions of the United States and New Hampshire Constitutions; and the organization and operation of government at all levels including the legislative, executive, and judicial branches.	Fundamental ideals and principles of American democracy
3	Students will demonstrate an understanding of the relationship of the United States to other nations and the role of the United States in world affairs.	United States and world affairs
4	Students will demonstrate an understanding of the meaning, rights, and responsibilities of citizenship as well as the ability to apply their knowledge of the ideals, principles, organization, and operation of American government through the political process and citizen involvement.	Meaning, rights, and responsibilities of citizenship
5	Students will demonstrate the ability to analyze the potential costs and benefits of economic choices in market economies including wants and needs; scarcity; tradeoffs; and the role of supply and demand, incentives, and prices.	Economic costs and benefits
6	Students will demonstrate the ability to examine the interaction of individuals, households, communities, businesses, and governments in market economies including competition; specialization; productivity; traditional forms of enterprise; and the role of money and financial institutions.	Market economies
7	Students will demonstrate an understanding of different types of economic systems, their advantages and disadvantages, and how the economic systems used in particular countries may change over time.	Economic systems
No.	Full Text	Abbreviated Text for Part I
8	Students will demonstrate an understanding of the patterns and results of international trade including distribution of economic resources; imports and exports; specialization; interdependence;	Patterns and results of international trade

	exchange of money; and trade policies.	
9	Students will demonstrate the ability and willingness to apply economic concepts in the examination and resolution of problems and issues in educational, occupational, civic, and everyday settings.	Application of economic concepts
10	Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.	Use of geographic tools and technologies
11	Students will demonstrate an understanding of the physical and human geographic features that define places and regions.	Physical and human geographic features
12	Students will demonstrate an understanding of landform patterns and water systems on Earth's surface; the physical processes that shape these patterns; and the characteristics and distribution of ecosystems.	Earth's landform patterns and water systems
13	Students will demonstrate an understanding of the impact of human systems on Earth's surface including the characteristics, distribution, and migration of human populations; the nature and complexity of patterns of cultural diffusion; pattern and networks of economic interdependence; processes, patterns, and functions of human settlement; and the forces of cooperation and conflict that shape human geographic divisions.	Human impact on Earth's surface
14	Students will demonstrate an understanding of the connections between Earth's physical and human systems; the consequences of the interaction between human and physical systems; and changes in the meaning, use, distribution, and importance of resources.	Interaction between physical and human systems
15	Students will demonstrate the ability to apply their knowledge of geographic concepts, skills, and technology to interpret the past and the present and to plan for the future.	Application of geographic concepts
16	Students will demonstrate the ability to employ historical analysis, interpretation, and comprehension to make reasoned judgements and to gain an understanding, perspective, and appreciation of history and its uses in contemporary situations.	Use of historical analysis
17	Students will demonstrate a knowledge of the chronology and significance of the unfolding story of America including the history of their community, New Hampshire, and the United States.	United States history
No.	Full Text	Abbreviated Text for Part I
18	Students will demonstrate a knowledge of the chronology and significant developments of world history including the study of ancient, medieval, and modern Europe (Western civilization) with particular emphasis on those developments that have shaped the experiences of the entire globe over the last 500 years and those ideas, institutions, and cultural legacies that	World history

	have directly influenced American thought, culture, and politics.	
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K-12 Mathematics Curriculum Standards

No.	Full Text	Abbreviated Text for Part I
1a	Students will use problem-solving strategies to investigate and understand increasing complex mathematical content.	Problem-solving strategies
1b	Students will use mathematical reasoning	Mathematical reasoning
2a	Students will communicate their understanding of mathematics	Understanding of mathematics
2b	Students will recognize, develop, and explore mathematical connections.	Mathematical connections
3a	Students will develop number sense and an understanding of our numeration system.	Number sense
3b	Students will understand the concepts of number operations.	Number operations
3c	Students will compute.	Computation
3d	Students will use mental computation and estimation skills and strategies and know when it is appropriate to do so.	Estimation skills
4a	Students will name, describe, model, classify, and compare geometric shapes and their properties with an emphasis on their wide applicability in human activity.	Geometric shapes
4b	Students will develop spatial sense.	Spatial sense
4c	Students will develop an understanding of measurement and systems of measurement through experiences which enable them to use a variety of techniques, tools, and units of measurement to describe and analyze quantifiable phenomena.	Measurement
4d	Students will know the basic concepts of trigonometry and apply these concepts to real-world problems.	Trigonometry
5a	Students will use data analysis, statistics, and probability to analyze given situations and the outcomes of experiments.	Data analysis, statistics, and probability
6a	Students will recognize patterns and describe and represent relations and function with tables, graphs, equations, and rules, and analyze how a change in one element results in a change in another.	Patterns, relations, and functions
No.	Full Text	Abbreviated Text for Part I
6b	Students will use algebraic concepts and processes to represent situations that involve variable quantities with expressions, equations, inequalities, matrices, and graphs.	Algebraic concepts
7a	Students will be able to use concepts about mathematical change in analyzing patterns, graphs, and applied situations.	Mathematical change
	Students will use a variety of tools from discrete mathematics to	

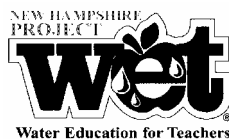
8a	explore and model real-world situations.	Discrete mathematics
----	--	----------------------

K-12 English Language Arts Curriculum Standards

No.	Full Text	Abbreviated Text for Part I
1	Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.	Reading
2	Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.	Writing
3	Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively and critically.	Speaking, listening, and viewing
4	Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.	Literature
5	Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas.	Gathering and organizing information
6	Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing to communicate effectively.	Effective communication
7	Students will demonstrate competence in applying the interactive language processes of reading, writing, speaking, listening, and viewing to succeed in educational, occupational, civic, social, and everyday settings.	Use of language for success in numerous settings

Part I

Correlation of the *Project WET Curriculum and Activity Guide* with the NH Curriculum Standards



ADVENTURES IN DENSITY

p. 25, MS

Science

- ◆ Operation of the scientific process (1a)
- ◆ Observable properties of materials (5a)
- ◆ Composition of and changes in matter (5b)
- ◆ Heat as a product of many natural processes (5g)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Literature (4)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

AFTERMATH

p. 289, MS

Science

- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Earth as a complex planet with five interacting systems (4b)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)
- ◆ Quantification of interactions with phenomena in the natural world to understand differences of scale (6d)

Social Studies

- ◆ Application of economic concepts (9)
- ◆ Interaction between physical and human systems (14)

Mathematics

- ◆ Mathematical connections (2b)
- ◆ Computation (3c)
- ◆ Estimation skills (3d)
- ◆ Data analysis, statistics, and probability (5a)
- ◆ Algebraic concepts (6b)

AFTERMATH *cont.*

English/Language Arts

-
- ◆ Speaking, listening, and viewing (3)
 - ◆ Gathering and organizing information (5)
 - ◆ Effective communication (6)
 - ◆ Use of language for success in numerous settings (7)

A-MAZE-ING WATER

p. 219, LE, UE, MS

Science

- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Earth's renewable and nonrenewable resources (4c)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

AQUA BODIES

p. 63, LE, UE

Science

- ◆ Influence of environmental factors on living things (3b)
- ◆ Recognition of the parts of any object or system and their relationship (6a)

Mathematics

- ◆ Mathematical connections (2b)
- ◆ Computation (3c)
- ◆ Estimation skills (3d)

AQUA BODIES *cont.*

English/Language Arts

-
- ◆ Speaking, listening, and viewing (3)
 - ◆ Gathering and organizing information (5)
 - ◆ Effective communication (6)
 - ◆ Use of language for success in numerous settings (7)

AQUA NOTES

p. 66, LE, UE

Science

- ◆ Influence of environmental factors on living things (3b)
- ◆ Transfer and transformation of matter and energy (3c)
- ◆ Fundamental structures, functions, and mechanisms of inheritance (3d)
- ◆ Recognition of the parts of any object or system and their relationship (6a)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

BACK TO THE FUTURE

p. 293, MS, HS

Science

- ◆ Earth as a complex planet with five interacting systems (4b)

Social Studies

- ◆ Purpose and establishment of government (1)
- ◆ Application of economic concepts (9)
- ◆ Interaction between physical and human systems (14)
- ◆ Application of geographic concepts (15)

BACK TO THE FUTURE *cont.*

Mathematics

- ◆ Problem-solving strategies (1a)

-
- ◆ Mathematical connections (2b)
 - ◆ Data analysis, statistics, and probability (5a)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

BRANCHING OUT!

p. 129, MS

Science

- ◆ Operation of the scientific process (1a)
- ◆ Earth as a complex planet with five interacting systems (4b)
- ◆ Recognition of the parts of any object or system and their relationship (6a)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Social Studies

- ◆ Use of geographic tools and technologies (10)
- ◆ Earth's landform patterns and water systems (12)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

CAPTURE, STORE, AND RELEASE

p. 133, UE

Science

-
- ◆ Earth as a complex planet with five interacting systems (4b)
 - ◆ Recognition of the parts of any object or system and their relationship (6a)
 - ◆ Stability and change, cause and effect (6b)
 - ◆ Meaning and appropriate use of models to understand the natural world (6c)

Social Studies

- ◆ Earth's landform patterns and water systems (12)
- ◆ Interaction between physical and human systems (14)

Mathematics

- ◆ Mathematical connections (2b)
- ◆ Computation (3c)
- ◆ Mathematical change (7a)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

THE CEO **p. 300, HS**

Science

- ◆ Use of technology to synthesize new products (2d)
- ◆ Earth's renewable and nonrenewable resources (4c)

Social Studies

- ◆ Economic costs and benefits (5)
- ◆ Application of economic concepts (9)

THE CEO *cont.*

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)

-
- ◆ Effective communication (6)
 - ◆ Use of language for success in numerous settings (7)

CHOICES AND PREFERENCES, WATER INDEX

p. 367, MS, HS

Science

- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Earth's renewable and nonrenewable resources (4c)

Social Studies

- ◆ Interaction between physical and human systems (14)

Mathematics

- ◆ Mathematical connections (2b)
- ◆ Computation (3c)
- ◆ Data analysis, statistics, and probability (5a)
- ◆ Mathematical change (7a)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

COLD CASH IN THE ICEBOX

p. 373, LE, UE

Science

- ◆ Operation of the scientific process (1a)
-

-
- ◆ Use of measuring instruments (2a)
 - ◆ Use of technology to synthesize new products (2d)
 - ◆ Interaction between science, technology, and individuals (2e)
 - ◆ Composition of and changes in matter (5b)
 - ◆ Heat as a product of many natural processes (5g)
 - ◆ Stability and change, cause and effect (6b)
 - ◆ Meaning and appropriate use of models to understand the natural world (6c)

Social Studies

- ◆ Use of historical analysis (16)

Mathematics

- ◆ Mathematical connections (2b)
- ◆ Measurement (4c)
- ◆ Data analysis, statistics, and probability (5a)
- ◆ Mathematical change (7a)

English Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

COLOR ME A WATERSHED

p. 223, HS

Science

- ◆ Earth's renewable and nonrenewable resources (4c)
- ◆ Stability and change, cause and effect (6b)

COLOR ME A WATERSHED *cont.*

Social Studies

- ◆ Use of geographic tools and technologies (10)
- ◆ Physical and human geographic features (11)
- ◆ Human impact on Earth's surface (13)
- ◆ Application of geographic concepts (15)

-
- ◆ Use of historical analysis (16)

Mathematics

- ◆ Problem-solving strategies (1a)
- ◆ Mathematical connections (2b)
- ◆ Computation (3c)
- ◆ Estimation skills (3d)
- ◆ Measurement (4c)
- ◆ Data analysis, statistics, and probability (5a)
- ◆ Mathematical change (7a)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

COMMON WATER

p. 232, MS

Science

- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Earth's renewable and nonrenewable resources (4c)
- ◆ Stability and change, cause and effect (6b)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Social Studies

- ◆ Human impact on Earth's surface (13)
- ◆ Interaction between physical and human systems (14)
- ◆ Application of geographic concepts (15)
- ◆ Use of historical analysis (16)

COMMON WATER *cont.*

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

DILEMMA DERBY

p. 377, MS, HS

Science

- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Control of scientific process by society's attitudes and beliefs (2f)
- ◆ Earth's renewable and nonrenewable resources (4c)

Social Studies

- ◆ Meaning, rights, and responsibilities of citizenship (4)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

A DROP IN THE BUCKET

p. 238, MS

Science

- ◆ Use of measuring instruments (2a)
- ◆ Earth as a complex planet with five interacting systems (4b)
- ◆ Earth's renewable and nonrenewable resources (4c)
- ◆ Recognition of the parts of any object or system and their relationship (6a)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

A DROP IN THE BUCKET *cont.*

Social Studies

- ◆ Earth's landform patterns and water systems (12)

Mathematics

- ◆ Problem-solving strategies (1a)

-
- ◆ Mathematical connections (2b)
 - ◆ Computation (3c)
 - ◆ Estimation skills (3d)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

DUST BOWLS AND FAILED LEVEES

p. 303, HS

Science

- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Earth's renewable and nonrenewable resources (4c)

Social Studies

- ◆ Interaction between physical and human systems (14)
- ◆ Use of historical analysis (16)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Literature (4)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

EASY STREET

p. 382, MS

Science

- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Earth's renewable and nonrenewable resources (4c)

Social Studies

-
- ◆ Use of historical analysis (16)

Mathematics

- ◆ Mathematical connections (2b)
- ◆ Computation (3c)
- ◆ Estimation skills (3d)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

ENERGETIC WATER

p. 242, UE, MS

Science

- ◆ Use of technology to synthesize new products (2d)
- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Relationships among different types and forms of energy (5c)
- ◆ Recognition of the parts of any object or system and their relationship (6a)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Social Studies

- ◆ Use of historical analysis (16)

ENERGETIC WATER *cont.*

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

EVERY DROP COUNTS

p. 307, UE, MS

Science

- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Earth's renewable and nonrenewable resources (4c)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Mathematics

- ◆ Mathematical connections (2b)
- ◆ Data analysis, statistics, and probability (5a)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

GET THE GROUND WATER PICTURE

p. 136, MS, HS

Science

- ◆ Earth as a complex planet with five interacting systems (4b)
- ◆ Earth's renewable and nonrenewable resources (4c)
- ◆ Observable properties of materials (5a)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

GET THE GROUND WATER PICTURE *cont.*

Social Studies

- ◆ Earth's landform patterns and water systems (12)
- ◆ Interaction between physical and human systems (14)

Mathematics

- ◆ Mathematical connections (2b)
- ◆ Computation (3c)
- ◆ Measurement (4c)

-
- ◆ Data analysis, statistics, and probability (5a)
 - ◆ Patterns, relations, and functions (6a)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

GEYSER GUTS

p. 144, UE, MS

Science

- ◆ Operation of the scientific process (1a)
- ◆ Earth as a complex planet with five interacting systems (4b)
- ◆ Recognition of the parts of any object or system and their relationship (6a)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Social Studies

- ◆ Earth's landform patterns and water systems (12)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

A GRAVE MISTAKE

p. 311, MS, HS

Science

- ◆ Operation of the scientific process (1a)
- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Control of scientific process by society's attitudes and beliefs (2f)
- ◆ Earth as a complex planet with five interacting systems (4b)
- ◆ Earth's renewable and nonrenewable resources (4c)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Social Studies

- ◆ Use of geographic tools and technologies (10)
- ◆ Interaction between physical and human systems (14)
- ◆ Application of geographic concepts (15)
- ◆ Use of historical analysis (16)

Mathematics

- ◆ Problem-solving strategies (1a)
- ◆ Mathematical connections (2b)
- ◆ Measurement (4c)
- ◆ Data analysis, statistics, and probability (5a)
- ◆ Algebraic concepts (6b)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

THE GREAT STONY BOOK

p. 150, MS

Science

- ◆ Earth as a complex planet with five interacting systems (4b)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

THE GREAT STONY BOOK *cont.*

Social Studies

- ◆ Earth's landform patterns and water systems (12)
- ◆ Use of historical analysis (16)

English/Language Arts

- ◆ Reading (1)
- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

GREAT WATER JOURNEYS

p. 246, MS, HS

Science

- ◆ Earth as a complex planet with five interacting systems (4b)

Social Studies

- ◆ Use of geographic tools and technologies (10)
- ◆ Earth's landform patterns and water systems (12)
- ◆ Human impact on Earth's surface (13)
- ◆ Interaction between physical and human systems (14)
- ◆ Application of geographic concepts (15)
- ◆ Use of historical analysis (16)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

H2OLYMPICS

p. 30, UE, MS

Science

- ◆ Operation of the scientific process (1a)
- ◆ Use of technology to observe nature (2b)
- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Observable properties of materials (5a)
- ◆ Effect of forces on objects (5e)
- ◆ Stability and change, cause and effect (6b)

Mathematics

-
- ◆ Mathematical connections (2b)
 - ◆ Measurement (4c)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

HANGIN' TOGETHER

p. 35, MS

Science

- ◆ Composition of and changes in matter (5b)
- ◆ Interaction of electrical and magnetic systems with matter and energy (5d)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

HOT WATER

p. 388, HS

Science

Depends on issue chosen

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

A HOUSE OF SEASONS

p. 155, LE

Science

- ◆ Earth as a complex planet with five interacting systems (4b)

Social Studies

- ◆ Physical and human geographic features (11)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

HUMPTY DUMPTY

p. 316, UE, MS

Science

- ◆ Control of scientific process by society's attitudes and beliefs (2f)
- ◆ Influence of environmental factors on living things (3b)
- ◆ Earth's renewable and nonrenewable resources (4c)
- ◆ Recognition of the parts of any object or system and their relationship (6a)
- ◆ Stability and change, cause and effect (6b)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Social Studies

- ◆ Earth's landform patterns and water systems (12)

-
- ◆ Interaction between physical and human systems (14)
 - ◆ Application of geographic concepts (15)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

IMAGINE!

p. 157, UE, MS

Science

- ◆ Transfer and transformation of matter and energy (3c)
- ◆ Earth as a complex planet with five interacting systems (4b)
- ◆ Composition of and changes in matter (5b)
- ◆ Heat as a product of many natural processes (5g)
- ◆ Recognition of the parts of any object or system and their relationship (6a)
- ◆ Stability and change, cause and effect (6b)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

THE INCREDIBLE JOURNEY

p. 161, UE, MS

Science

- ◆ Transfer and transformation of matter and energy (3c)
- ◆ Earth as a complex planet with five interacting systems (4b)
- ◆ Composition of and changes in matter (5b)
- ◆ Recognition of the parts of any object or system and their relationship (6a)
- ◆ Stability and change, cause and effect (6b)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

English/Language Arts

- ◆ Writing (2)
 - ◆ Speaking, listening, and viewing (3)
 - ◆ Effective communication (6)
 - ◆ Use of language for success in numerous settings (7)
-

IRRIGATION INTERPRETATION

p. 254, UE, MS

Science

- ◆ Operation of the scientific process (1a)
- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Influence of environmental factors on living things (3b)
- ◆ Earth's renewable and nonrenewable resources (4c)
- ◆ Stability and change, cause and effect (6b)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Social Studies

- ◆ Economic costs and benefits (5)
- ◆ Application of economic concepts (9)
- ◆ Use of geographic tools and technologies (10)
- ◆ Physical and human geographic features (11)
- ◆ Human impact on Earth's surface (13)
- ◆ Interaction between physical and human systems (14)
- ◆ Application of geographic concepts (15)
- ◆ Use of historical analysis (16)

IRRIGATION INTERPRETATION *cont.*

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

IS THERE WATER ON ZORK?

p. 43, MS

Science

- ◆ Operation of the scientific process (1a)
- ◆ Use of measuring instruments (2a)
- ◆ Observable properties of materials (5a)
- ◆ Composition of and changes in matter (5b)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

JUST PASSING THROUGH

p. 166, UE, MS

Science

- ◆ Earth as a complex planet with five interacting systems (4b)
- ◆ Earth's renewable and nonrenewable resources (4c)
- ◆ Stability and change, cause and effect (6b)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

LET'S EVEN THINGS OUT

p. 72, UE, MS

Science

- ◆ Transfer and transformation of matter and energy (3c)
- ◆ Composition of and changes in matter (5b)
- ◆ Heat as a product of many natural processes (5g)
- ◆ Stability and change, cause and effect (6b)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

THE LIFE BOX

p. 76, LE, UE

Science

- ◆ Influence of environmental factors on living things (3b)
- ◆ Transfer and transformation of matter and energy (3c)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

LIFE IN THE FAST LANE

p. 79, UE, MS

Science

- ◆ Operation of the scientific process (1a)
- ◆ Use of technology to observe nature (2b)
- ◆ Influence of environmental factors on living things (3b)
- ◆ Transfer and transformation of matter and energy (3c)
- ◆ Stability and change, cause and effect (6b)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Social Studies

- ◆ Use of geographic tools and technologies (10)
- ◆ Earth's landform patterns and water systems (12)
- ◆ Interaction between physical and human systems (14)

English/Language Arts

-
- ◆ Writing (2)
 - ◆ Speaking, listening, and viewing (3)
 - ◆ Gathering and organizing information (5)
 - ◆ Effective communication (6)
 - ◆ Use of language for success in numerous settings (7)

THE LONG HAUL

p. 260, K-12

Science

- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Earth's renewable and nonrenewable resources (4c)

Social Studies

- ◆ Use of historical analysis (16)

Mathematics

- ◆ Mathematical connections (2b)
- ◆ Estimation skills (3d)

THE LONG HAUL *cont.*

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

MACROINVERTEBRATE MAYHEM

p. 322, UE, MS

Science

- ◆ Operation of the scientific process (1a)
- ◆ Recognition of patterns and products of evolution (3a)
- ◆ Influence of environmental factors on living things (3b)
- ◆ Earth's renewable and nonrenewable resources (4c)
- ◆ Stability and change, cause and effect (6b)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Mathematics

- ◆ Mathematical connections (2b)
- ◆ Data analysis, statistics, and probability (5a)
- ◆ Patterns, relations, and functions (6a)
- ◆ Mathematical change (7a)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

MOLECULES IN MOTION

p. 47, UE

Science

- ◆ Composition of and changes in matter (5b)
- ◆ Heat as a product of many natural processes (5g)
- ◆ Stability and change, cause and effect (6b)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

MONEY DOWN THE DRAIN

p. 328, UE, MS

Science

- ◆ Operation of the scientific process (1a)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Mathematics

- ◆ Problem-solving strategies (1a)
- ◆ Mathematical connections (2b)
- ◆ Computation (3c)
- ◆ Estimation skills (3d)
- ◆ Data analysis, statistics, and probability (5a)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

NATURE RULES!

p. 262, MS, HS

Science

- ◆ Earth as a complex planet with five interacting systems (4b)

Social Studies

- ◆ Use of historical analysis (16)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

NO BELLYACHERS

p. 85, UE, MS

Science

- ◆ Influence of environmental factors on living things (3b)
- ◆ Fundamental structures, functions, and mechanisms of inheritance (3d)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

OLD WATER

p. 171, UE, MS

Science

- ◆ Recognition of patterns and products of evolution (3a)
- ◆ Earth as a unique member of the solar system (4a)

Social Studies

- ◆ Use of historical analysis (16)

Mathematics

- ◆ Mathematical connections (2b)
- ◆ Measurement (4c)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

PASS THE JUG

p. 392, MS

Science

- ◆ Earth's renewable and nonrenewable resources (4c)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Social Studies

- ◆ Purpose and establishment of government (1)
- ◆ Economic costs and benefits (5)
- ◆ Interaction between physical and human systems (14)
- ◆ Use of historical analysis (16)

PASS THE JUG *cont.*

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

PEOPLE OF THE BOG

p. 89, MS, HS

Science

- ◆ Operation of the scientific process (1a)
- ◆ Influence of environmental factors on living things (3b)
- ◆ Earth as a complex planet with five interacting systems (4b)
- ◆ Composition of and changes in matter (5b)
- ◆ Recognition of parts of any object or system and their relationship (6a)
- ◆ Stability and change, cause and effect (6b)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Social Studies

-
- ◆ Earth's landform patterns and water systems (12)
 - ◆ Use of historical analysis (16)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

PERSPECTIVES

p. 397, MS, HS

Science

- ◆ Interaction between science, technology, and individuals (2e)
Also depends on issue chosen

Social Studies

- ◆ Application of economic concepts (9)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

PIECE IT TOGETHER

p. 174, UE, MS

Science

- ◆ Earth as a unique member of the solar system (4a)
-

-
- ◆ Earth as a complex planet with five interacting systems (4b)

Social Studies

- ◆ Use of geographic tools and technologies (10)
- ◆ Physical and human geographic features (11)
- ◆ Earth's landform patterns and water systems (12)
- ◆ Human impact on Earth's surface (13)
- ◆ Interaction between physical and human systems (14)
- ◆ Application of geographic concepts (15)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

POETIC PRECIPITATION

p. 182, UE, MS

Science

- ◆ Earth as a complex planet with five interacting systems (4b)
- ◆ Composition of and changes in matter (5b)
- ◆ Relationships among different types and forms of energy (5c)
- ◆ Heat as a product of many natural processes (5g)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Literature (4)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

POISON PUMP

p. 93, MS

Science

- ◆ Operation of the scientific process (1a)

-
- ◆ Fundamental structures, functions, and mechanisms of inheritance (3d)

Social Studies

- ◆ Use of geographic tools and technologies (10)
- ◆ Physical and human geographic features (11)
- ◆ Application of geographic concepts (15)
- ◆ Use of historical analysis (16)

Mathematics

- ◆ Problem-solving strategies (1a)
- ◆ Mathematical reasoning (1b)
- ◆ Mathematical connections (2b)

POISON PUMP *cont.* **English/Language Arts**

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

THE PRICE IS RIGHT **p. 333, HS**

Science

- ◆ Interaction between science, technology, and individuals (2e)

Social Studies

- ◆ Economic costs and benefits (5)
- ◆ Application of economic concepts (9)
- ◆ Use of geographic tools and technologies (10)
- ◆ Application of geographic concepts (15)

Mathematics

- ◆ Problem-solving strategies (1a)
- ◆ Mathematical connections (2b)
- ◆ Computation (3c)

-
- ◆ Measurement (4c)
 - ◆ Data analysis, statistics, and probability (5a)
 - ◆ Discrete mathematics (8a)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

THE PUCKER EFFECT

p. 338, MS, HS

Science

- ◆ Operation of the scientific process (1a)
- ◆ Earth as a complex planet with five interacting systems (4b)
- ◆ Earth's renewable and nonrenewable resources (4c)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Social Studies

- ◆ Use of geographic tools and technologies (10)

Mathematics

- ◆ Mathematical connections (2b)
- ◆ Data analysis, statistics, and probability (5a)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

RAINING CATS AND DOGS

p. 435, UE, MS

Social Studies

- ◆ Physical and human geographic features (11)

English/Language Arts

- ◆ Reading (1)
- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

THE RAINSTICK

p. 442, UE, MS, HS

Science

- ◆ Operation of the scientific process (1a)
- ◆ Use of technology to synthesize new products (2d)
- ◆ Recognition of the parts of any object or system and their relationship (6a)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Social Studies

- ◆ Physical and human geographic features (11)
- ◆ Use of historical analysis (16)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

RAINY-DAY HIKE

p. 186, UE, MS

Science

- ◆ Operation of the scientific process (1a)
- ◆ Earth as a complex planet with five interacting systems (4b)

Social Studies

- ◆ Use of geographic tools and technologies (10)
- ◆ Earth's landform patterns and water systems (12)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

REACHING YOUR LIMITS

p. 344, UE, MS

Science

- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Earth's renewable and nonrenewable resources (4c)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Mathematics

- ◆ Mathematical connections (2b)
- ◆ Number sense (3a)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

SALT MARSH PLAYERS

p. 99, UE

Science

- ◆ Recognition of patterns and products of evolution (3a)
- ◆ Influence of environmental factors on living things (3b)
- ◆ Fundamental structures, functions, and mechanisms of inheritance (3d)

-
- ◆ Earth as a unique member of the solar system (4a)
 - ◆ Earth as a complex planet with five interacting systems (4b)
 - ◆ Recognition of the parts of any object or system and their relationship (6a)
 - ◆ Stability and change, cause and effect (6b)
 - ◆ Meaning and appropriate use of models to understand the natural world (6c)

Social Studies

- ◆ Earth's landform patterns and water systems (12)

SALT MARSH PLAYERS *cont.*

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

SPARKLING WATER

p. 348, MS, HS

Science

- ◆ Operation of the scientific process (1a)
- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Earth's renewable and nonrenewable resources (4c)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

STREAM SENSE

p. 191, LE, UE

Science

- ◆ Operation of the scientific process (1a)
- ◆ Earth as a complex planet with five interacting systems (4b)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

SUM OF THE PARTS

p. 267, UE, MS

Science

- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Earth's renewable and nonrenewable resources (4c)
- ◆ Recognition of the parts of any object or system and their relationship (6a)
- ◆ Stability and change, cause and effect (6b)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Social Studies

- ◆ Interaction between physical and human systems (14)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

SUPER BOWL SURGE

p. 353, UE, MS, HS

Science

- ◆ Interaction between science, technology, and individuals (2e)
 - ◆ Earth's renewable and nonrenewable resources (4c)
 - ◆ Meaning and appropriate use of models to understand the natural world (6c)
-

Social Studies

- ◆ Application of economic concepts (9)
- ◆ Interaction between physical and human systems (14)

SUPER BOWL SURGE *cont.*

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

SUPER SLEUTHS

p. 107, MS, HS

Science

- ◆ Fundamental structures, functions, and mechanisms of inheritance (3d)

Social Studies

- ◆ Use of geographic tools and technologies (10)
- ◆ Human impact on Earth's surface (13)
- ◆ Application of geographic concepts (15)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

THIRSTY PLANTS

p. 116, MS

Science

- ◆ Operation of the scientific process (1a)
- ◆ Use of measuring instruments (2a)
- ◆ Transfer and transformation of matter and energy (3c)
- ◆ Earth as a complex planet with five interacting systems (4b)
- ◆ Earth's renewable and nonrenewable resources (4c)
- ◆ Composition of and changes in matter (5b)
- ◆ Heat as a product of many natural processes (5g)
- ◆ Recognition of the parts of any object or system and their relationship (6a)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Mathematics

- ◆ Problem-solving strategies (1a)
- ◆ Mathematical connections (2b)
- ◆ Computation (3c)
- ◆ Estimation skills (3d)
- ◆ Measurement (4c)
- ◆ Data analysis, statistics, and probability (5a)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

THE THUNDERSTORM

Science

- ◆ Earth as a complex planet with five interacting systems (4b)

THE THUNDERSTORM *cont.*

Mathematics

- ◆ Mathematical connections (2b)
- ◆ Computation (3c)
- ◆ Measurement (4c)
- ◆ Data analysis, statistics, and probability (5a)
- ◆ Patterns, relations, and functions (6a)
- ◆ Algebraic concepts (6b)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

WATER: READ ALL ABOUT IT!

p. 400, MS, HS

Science

- ◆ Interaction between science, technology, and individuals (2e)

Social Studies

- ◆ Use of historical analysis (16)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)

-
- ◆ Use of language for success in numerous settings (7)

WATER ADDRESS

p. 122, UE, MS

Science

- ◆ Recognition of patterns and products of evolution (3a)

Social Studies

- ◆ Earth's landform patterns and water systems (12)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

WATER BILL OF RIGHTS

p. 403, MS, HS

Science

- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Earth's renewable and nonrenewable resources (4c)

Social Studies

- ◆ Fundamental ideals and principles of American democracy (2)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)

-
- ◆ Literature (4)
 - ◆ Effective communication (6)
 - ◆ Use of language for success in numerous settings (7)

WATER CELEBRATION

p. 446, UE, MS

Social Studies

- ◆ Physical and human geographic features (11)
- ◆ Use of historical analysis (16)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

WATER CONCENTRATION

p. 407, UE

Science

- ◆ Use of technology to synthesize new products (2d)
- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Control of scientific process by society's attitudes and beliefs (2f)

Social Studies

- ◆ Use of historical analysis (16)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

WATER COURT

p. 413, HS

Science

Depends on issue chosen

Social Studies

- ◆ Purpose and establishment of government (1)
- ◆ Fundamental ideals and principles of American democracy (2)
- ◆ Meaning, rights, and responsibilities of citizenship (4)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

WATER CROSSINGS

p. 421, UE, MS, HS

Science

- ◆ Use of technology to synthesize new products (2d)
- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Control of scientific process by society's attitudes and beliefs (2f)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Social Studies

- ◆ Use of geographic tools and technologies (10)
- ◆ Human impact on Earth's surface (13)
- ◆ Interaction between physical and human systems (14)
- ◆ Application of geographic concepts (15)
- ◆ Use of historical analysis (16)

WATER CROSSINGS *cont.*
English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

WATER IN MOTION
p. 450, UE

Science

- ◆ Effect of forces on objects (5e)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

WATER MATCH
p. 50, LE

Science

- ◆ Composition of and changes in matter (5b)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

WATER MESSAGES IN STONE

p. 454, LE, UE, MS

Social Studies

- ◆ Use of historical analysis (16)
- ◆ World history (18)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

WATER METER

p. 271, UE, MS

Science

- ◆ Earth's renewable and nonrenewable resources (4c)

Mathematics

- ◆ Mathematical connections (2b)
- ◆ Computation (3c)
- ◆ Data analysis, statistics, and probability (5a)
- ◆ Patterns, relations, and functions (6a)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

WATER MODELS

p. 201, UE, MS

Science

- ◆ Influence of environmental factors on living things (3b)
- ◆ Transfer and transformation of matter and energy (3c)
- ◆ Earth as a complex planet with five interacting systems (4b)
- ◆ Composition of and changes in matter (5b)
- ◆ Recognition of the parts of any object or system and their relationship (6a)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Social Studies

- ◆ Use of geographic tools and technologies (10)
- ◆ Physical and human geographic features (11)
- ◆ Earth's landform patterns and water systems (12)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

WATER WORKS

p. 274, UE, MS

Science

- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Earth's renewable and nonrenewable resources (4c)
- ◆ Recognition of the parts of any object or system and their relationship (6a)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Social Studies

- ◆ Meaning, rights, and responsibilities of citizenship (4)

WATER WORKS *cont.*

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

WATER WRITE

p. 457, K-12

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Literature (4)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

WET VACATION

p. 206, MS, HS

Science

- ◆ Earth as a complex planet with five interacting systems (4b)
- ◆ Recognition of the parts of any object or system and their relationship (6a)

Social Studies ◆

- ◆ Use of geographic tools and technologies (10)
- ◆ Physical and human geographic features (11)
- ◆ Earth's landform patterns and water systems (12)
- ◆ Interaction between physical and human systems (14)

English/Language Arts

- ◆ Writing (2)
 - ◆ Speaking, listening, and viewing (3)
 - ◆ Gathering and organizing information (5)
-

-
- ◆ Effective communication (6)
 - ◆ Use of language for success in numerous settings (7)

WET-WORK SHUFFLE

p. 360, UE, MS, HS

Science

- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Control of scientific process by society's attitudes and beliefs (2f)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

WETLAND SOILS IN LIVING COLOR

p. 212, MS

Science

- ◆ Use of technology to observe nature (2b)
- ◆ Earth as a complex planet with five interacting systems (4b)
- ◆ Observable properties of materials (5a)
- ◆ Composition of and changes in matter (5b)

Social Studies

- ◆ Physical and human geographic features (11)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

WHAT'S HAPPENING?

p. 425, UE, MS, HS

Science

- ◆ Use of technology to analyze, synthesize, and communicate scientific information (2c)

Mathematics

- ◆ Mathematical connections (2b)
- ◆ Data analysis, statistics, and probability (5a)
- ◆ Patterns, relations, and functions (6a)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

WHAT'S THE SOLUTION?

p. 54, UE, MS

Science

- ◆ Operation of the scientific process (1a)
- ◆ Use of measuring instruments (2a)
- ◆ Observable properties of materials (5a)
- ◆ Composition of and changes in matter (5b)

English/Language Arts

- ◆ Writing (2)
- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

WHERE ARE THE FROGS?

p. 279, MS

Science

- ◆ Operation of the scientific process (1a)
- ◆ Use of measuring instruments (2a)
- ◆ Use of technology to observe nature (2b)
- ◆ Influence of environmental factors on living things (3b)
- ◆ Earth as a complex planet with five interacting systems (4b)
- ◆ Earth's renewable and nonrenewable resources (4c)
- ◆ Composition of and changes in matter (5b)
- ◆ Stability and change, cause and effect (6b)
- ◆ Meaning and appropriate use of models to understand the natural world (6c)

Mathematics

- ◆ Mathematical connections (2b)
- ◆ Data analysis, statistics, and probability (5a)
- ◆ Patterns, relations, and functions (6a)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

WHOSE PROBLEM IS IT?

p. 429, MS, HS

Science

- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Control of scientific process by society's attitudes and beliefs (2f)

Social Studies

- ◆ Application of geographic concepts (15)

WHOSE PROBLEM IS IT? *cont.*

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Gathering and organizing information (5)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

WISH BOOK

p. 460, UE, MS, HS

Science

- ◆ Interaction between science, technology, and individuals (2e)
- ◆ Control of scientific process by society's attitudes and beliefs (2f)

Social Studies

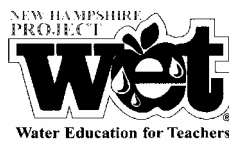
- ◆ Use of historical analysis (16)

English/Language Arts

- ◆ Speaking, listening, and viewing (3)
- ◆ Effective communication (6)
- ◆ Use of language for success in numerous settings (7)

Part II

Correlation of the NH Curriculum Standards with the *Project WET Curriculum and Activity Guide*



K-12 Science Curriculum Frameworks

1a: Students will demonstrate an increasing understanding of how the scientific enterprise operates.

ADVENTURES IN DENSITY - p. 25
BRANCHING OUT! - p. 129
COLD CASH IN THE ICEBOX - p. 373
GEYSER GUTS - p. 144
A GRAVE MISTAKE - p. 311
H2OLYMPICS - p. 30
IRRIGATION INTERPRETATION - p. 254
IS THERE WATER ON ZORK? - p. 43
LIFE IN THE FAST LANE - p. 79
MACROINVERTEBRATE MAYHEM - p. 322
MONEY DOWN THE DRAIN - p. 328
PEOPLE OF THE BOG - p. 89
POISON PUMP - p. 93
THE PUCKER EFFECT - p. 338
THE RAINSTICK - p. 442
RAINY-DAY HIKE - p. 186
SPARKLING WATER - p. 348
STREAM SENSE - p. 191
THIRSTY PLANTS - p. 116
WHAT'S THE SOLUTION? - p. 54
WHERE ARE THE FROGS? - p. 279

2a: Students will demonstrate an increasing ability to use measuring instruments to gather accurate and/or precise information.

COLD CASH IN THE ICEBOX - p. 373
A DROP IN THE BUCKET - p. 238
IS THERE WATER ON ZORK? - p. 43
THIRSTY PLANTS - p. 116
WHAT'S THE SOLUTION? - p. 54
WHERE ARE THE FROGS? - p. 279

2b: Students will demonstrate an increasing ability to use technology to observe nature.

H2OLYMPICS - p. 30
LIFE IN THE FAST LANE - p. 79
WETLAND SOILS IN LIVING COLOR - p. 212
WHERE ARE THE FROGS? - p. 279

2c: Students will demonstrate an increasing ability to analyze, synthesize, and communicate scientific information using technology.

WHAT'S HAPPENING? - p. 425

2d: Students will demonstrate an increasing ability to understand how technology is used to synthesize new products.

THE CEO - p. 300
COLD CASH IN THE ICEBOX - p. 373
ENERGETIC WATER - p. 242
THE RAINSTICK - p. 442
WATER CONCENTRATION - p. 407
WATER CROSSINGS - p. 421

2e: Students will demonstrate an increasing ability to understand that science and technology can affect individuals, and that individuals in turn can affect science and technology.

AFTERMATH - p. 289
A-MAZE-ING WATER - p. 219
CHOICES AND PREFERENCES, WATER INDEX - p. 367
COLD CASH IN THE ICEBOX - p. 373
COMMON WATER - p. 232
DILEMMA DERBY - p. 377
DUST BOWLS AND FAILED LEVEES - p. 303
EASY STREET - p. 382
ENERGETIC WATER - p. 242
EVERY DROP COUNTS - p. 307
A GRAVE MISTAKE - p. 311
H2OLYMPICS - p. 30
IRRIGATION INTERPRETATION - p. 254
THE LONG HAUL - p. 260
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SUM OF THE PARTS - p. 267
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WATER: READ ALL ABOUT IT - p. 400
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WATER CROSSINGS - p. 421
WATER WORKS - p. 274
WET-WORK SHUFFLE - p. 360
WHOSE PROBLEM IS IT? - p. 429
WISH BOOK - p. 460

2f: Students will demonstrate an increasing ability to understand that progress in science and technology is controlled by societal attitudes and beliefs.

DILEMMA DERBY - p. 377
A GRAVE MISTAKE - p. 311
HUMPTY DUMPTY - p. 316
WATER CONCENTRATION - p. 407
WATER CROSSINGS - p. 421
WET-WORK SHUFFLE - p. 360
WHOSE PROBLEM IS IT? - p. 429
WISH BOOK - p. 460

3a: Students will demonstrate an increasing ability to recognize patterns and products of evolution, including genetic variation, specialization, adaptation, and natural selection.

MACROINVERTEBRATE MAYHEM - p. 322
OLD WATER - p. 171
SALT MARSH PLAYERS - p. 99
WATER ADDRESS - p. 122

3b: Students will demonstrate an increasing ability to understand how environmental factors affect all living systems (i.e. individuals, community, biome, the biosphere) as well as species to species interactions.

AQUA BODIES - p. 63
AQUA NOTES - p. 66
HUMPTY DUMPTY - p. 316
IRRIGATION INTERPRETATION - p. 254

Science 3b cont.

THE LIFE BOX - p. 76

LIFE IN THE FAST LANE - p. 79
MACROINVERTEBRATE MAYHEM - p. 322
NO BELLYACHERS - p. 85
PEOPLE OF THE BOG - p. 89
SALT MARSH PLAYERS - p. 99
WATER MODELS - p. 201
WHERE ARE THE FROGS? - p. 279

3c: Students will demonstrate an increasing ability to understand that organisms are linked to one another and to their physical setting by the transfer and transformation of matter and energy to maintain a dynamic equilibrium.

AQUA NOTES - p. 66
IMAGINE! - p. 157
THE INCREDIBLE JOURNEY - p. 161
LET'S EVEN THINGS OUT - p. 72
THE LIFE BOX - p. 76
LIFE IN THE FAST LANE - p. 79
THIRSTY PLANTS - p. 116
WATER MODELS - p. 201

3d: Students will demonstrate an increasing ability to understand fundamental structures, functions, and mechanisms of inheritance found in microorganisms, fungi, protists, plants, and animals.

AQUA NOTES - p. 66
NO BELLYACHERS - p. 85
POISON PUMP - p. 93
SALT MARSH PLAYERS - p. 99
SPARKLING WATER - p. 348
SUPER SLEUTHS - p. 107

4a: Students will demonstrate an increasing ability to understand that Earth is a unique member of our solar system, located in a galaxy, within the universe.

OLD WATER - p. 171
PIECE IT TOGETHER - p. 174
SALT MARSH PLAYERS - p. 99

4b: Students will demonstrate an increasing ability to understand that the Earth is a complex planet with five interacting systems, which consists of the solid Earth (lithosphere), air (atmosphere), water (hydrosphere), ice (cryosphere), and life (biosphere).

AFTERMATH - p. 289
BACK TO THE FUTURE - p. 293
BRANCHING OUT! - p.129
CAPTURE, STORE, AND RELEASE - p. 133
A DROP IN THE BUCKET - p. 238
GET THE GROUND WATER PICTURE - p. 136
GEYSER GUTS - p. 144
A GRAVE MISTAKE - p. 311
THE GREAT STONY BOOK - p. 150
GREAT WATER JOURNEYS - p. 246
A HOUSE OF SEASONS - p. 155
IMAGINE! - p. 157
THE INCREDIBLE JOURNEY - p. 161
JUST PASSING THROUGH - p. 166
NATURE RULES! - p. 262
PEOPLE OF THE BOG - p. 89
PIECE IT TOGETHER - p. 174
POETIC PRECIPITATION - p. 182
THE PUCKER EFFECT - p. 338
RAINY-DAY HIKE - p. 186
SALT MARSH PLAYERS - p. 99
STREAM SENSE - p. 191
THIRSTY PLANTS - p. 116
THE THUNDERSTORM - p. 196
WATER MODELS - p. 201
WET VACATION - p. 206
WETLAND SOILS IN LIVING COLOR - p. 212
WHERE ARE THE FROGS? - p. 279

4c: Students will demonstrate an increasing ability to understand that the Earth contains a variety of renewable and non-renewable resources.

A-MAZE-ING WATER - p. 219
THE CEO - p. 300
CHOICES AND PREFERENCES, WATER INDEX - p. 367
COLOR ME A WATERSHED - p. 223
COMMON WATER - p. 232
DILEMMA DERBY - p. 377
A DROP IN THE BUCKET - p. 238
DUST BOWLS AND FAILED LEVEES - p. 303

Science 4c cont.

EASY STREET - p. 382
EVERY DROP COUNTS - p. 307
GET THE GROUND WATER PICTURE - p. 136

A GRAVE MISTAKE - p. 311
HUMPTY DUMPTY - p. 316
IRRIGATION INTERPRETATION - p. 254
JUST PASSING THROUGH - p. 166
THE LONG HAUL - p. 260
MACROINVERTEBRATE MAYHEM - p. 322
PASS THE JUG - p. 392
THE PUCKER EFFECT - p. 338
REACHING YOUR LIMITS - p. 344
SPARKLING WATER - p. 348
SUM OF THE PARTS - p. 267
SUPER BOWL SURGE - p. 353
THIRSTY PLANTS - p. 116
WATER BILL OF RIGHTS - p. 403
WATER METER - p. 271
WATER WORKS - p. 274
WHERE ARE THE FROGS? - p. 279

5a: Students will demonstrate an increasing ability to distinguish among materials by utilizing observable properties.

ADVENTURES IN DENSITY - p. 25
GET THE GROUND WATER PICTURE - p. 136
H2OLYMPICS - p. 30
IS THERE WATER ON ZORK? - p. 43
WETLAND SOILS IN LIVING COLOR - p. 212
WHAT'S THE SOLUTION? - p. 54

5b: Students will demonstrate an increasing ability to understand that matter is composed of dynamic interactive units or particles, that all the properties and changes in matter can be explained in terms of the forces involved in the interactions of these units, and that mass is conserved in these changes and interactions.

ADVENTURES IN DENSITY - p. 25
COLD CASH IN THE ICEBOX - p. 373
HANGIN' TOGETHER - p. 35
IMAGINE! - p. 157
THE INCREDIBLE JOURNEY - p. 161

Science 5b cont.

IS THERE WATER ON ZORK? - p. 43
LET'S EVEN THINGS OUT - p. 72
MOLECULES IN MOTION - p. 47
PEOPLE OF THE BOG - p. 89

POETIC PRECIPITATION - p. 182
THIRSTY PLANTS - p. 116
WATER MATCH - p. 50
WATER MODELS - p. 201
WETLAND SOILS IN LIVING COLOR - p. 212
WHAT'S THE SOLUTION? - p. 54
WHERE ARE THE FROGS? - p. 279

5c: Students will demonstrate an increasing ability to understand the relationships among different types and forms of energy.

ENERGETIC WATER - p. 242
POETIC PRECIPITATION - p. 182

5d: Students will demonstrate an increasing understanding of how electrical and magnetic systems interact with matter and energy.

HANGIN' TOGETHER - p. 35

5e: Students will demonstrate an increasing understanding of how an unbalanced force exerted on an object causes a change in the state of rest or motion of that object in the direction of the unbalanced force.

H2OLYMPICS - p. 30
WATER IN MOTION - p. 450

5f: Students will demonstrate an increasing understanding that energy can be transmitted by waves, using light and sound as examples.

No correlation

5g: Students will demonstrate an increasing understanding that heat is the product of many natural processes.

ADVENTURES IN DENSITY - p. 25

Science 5g cont.

COLD CASH IN THE ICEBOX - p. 373
IMAGINE! - p. 157
LET'S EVEN THINGS OUT - p. 72
MOLECULES IN MOTION - p. 47
POETIC PRECIPITATION - p. 182

THIRSTY PLANTS - p. 116

6a: Students will demonstrate an increasing ability to recognize parts of any object or system, and understand how the parts interrelate in the operation of that object or systems.

AQUA BODIES - p. 63
AQUA NOTES - p. 66
BRANCHING OUT! - p.129
CAPTURE, STORE, AND RELEASE - p. 133
A DROP IN THE BUCKET - p. 238
ENERGETIC WATER - p. 242
GEYSER GUTS - p. 144
HUMPTY DUMPTY - p. 316
IMAGINE! - p. 157
THE INCREDIBLE JOURNEY - p. 161
PEOPLE OF THE BOG - p. 89
THE RAINSTICK - p. 442
SALT MARSH PLAYERS - p. 99
SUM OF THE PARTS - p. 267
THIRSTY PLANTS - p. 116
WATER MODELS - p. 201
WATER WORKS - p. 274
WET VACATION - P. 206

6b: Students will demonstrate their understanding of the meaning of stability and change and will be able to identify and explain change in terms of cause and effect.

CAPTURE, STORE, AND RELEASE - p. 133
COLD CASH IN THE ICEBOX - p. 373
COLOR ME A WATERSHED - p. 223
COMMON WATER - p. 232
H2OLYMPICS - p. 30
HUMPTY DUMPTY - p. 316
IMAGINE! - p. 157
THE INCREDIBLE JOURNEY - p. 161
IRRIGATION INTERPRETATION - p. 254
JUST PASSING THROUGH - p. 166

Science 6a *cont.*

LET'S EVEN THINGS OUT - p. 72
LIFE IN THE FAST LANE - p. 79
MACROINVERTEBRATE MAYHEM - p. 322
MOLECULES IN MOTION - p. 47
PEOPLE OF THE BOG - p. 89
SALT MARSH PLAYERS - p. 99

SUM OF THE PARTS - p. 267
WHERE ARE THE FROGS? - p. 279

6c: Students will understand the meaning of models, their appropriate use and limitations, and how models can help them in understanding the natural world.

AFTERMATH - p. 289
A-MAZE-ING WATER - p. 219
BRANCHING OUT! - p.129
CAPTURE, STORE, AND RELEASE - p. 133
COLD CASH IN THE ICEBOX - p. 373
COMMON WATER - p. 232
A DROP IN THE BUCKET - p. 238
ENERGETIC WATER - p. 242
EVERY DROP COUNTS - p. 307
GET THE GROUND WATER PICTURE - p. 136
GEYSER GUTS - p. 144
A GRAVE MISTAKE - p. 311
THE GREAT STONY BOOK - p. 150
HANGIN' TOGETHER - p. 35
HUMPTY DUMPTY - p. 316
THE INCREDIBLE JOURNEY - p. 161
IRRIGATION INTERPRETATION - p. 254
JUST PASSING THROUGH - p. 166
LIFE IN THE FAST LANE - p. 79
MACROINVERTEBRATE MAYHEM - p. 322
MOLECULES IN MOTION - p. 47
MONEY DOWN THE DRAIN - p. 328
NO BELLYACHERS - p. 85
PASS THE JUG - p. 392
PEOPLE OF THE BOG - p. 89
POETIC PRECIPITATION - p. 182
THE PUCKER EFFECT - p. 338
THE RAINSTICK - p. 442
REACHING YOUR LIMITS - p. 344
SALT MARSH PLAYERS - p. 99
SUM OF THE PARTS - p. 267

Science 6c cont.

SUPER BOWL SURGE - p. 353
THIRSTY PLANTS - p. 116
WATER CROSSINGS - p. 421
WATER IN MOTION - p. 450
WATER MODELS - p. 201
WATER WORKS - p. 274
WHERE ARE THE FROGS? - p. 279

6d: Students will increasingly quantify their interactions with phenomena in the natural world, use these results to understand differences of scale in objects and systems, and determine how changes in scale affect various properties of those objects and systems.

AFTERMATH - p. 289

K-12 Social Studies Curriculum Frameworks

1: Students will demonstrate an understanding of the purpose of government and how government is established and organized.

BACK TO THE FUTURE - p. 293
PASS THE JUG - p. 392
THE PRICE IS RIGHT - p. 333
REACHING YOUR LIMITS - p. 344
SUM OF THE PARTS - p. 267
SUPER BOWL SURGE - p. 353
WATER COURT - p. 413

2: Students will demonstrate an understanding of the fundamental ideals and principles of American democracy; the major provisions of the United States and New Hampshire Constitutions; and the organization and operation of government at all levels including the legislative, executive, and judicial branches.

WATER BILL OF RIGHTS - p. 403
WATER COURT - p. 413

3: Students will demonstrate an understanding of the relationship of the United States to other nations and the role of the United States in world affairs.

No correlation

4: Students will demonstrate an understanding of the meaning, rights, and responsibilities of citizenship as well as the ability to apply their knowledge of the ideals, principles, organization, and operation of American government through the political process and citizen involvement.

DILEMMA DERBY - p. 377
WATER COURT - p. 413
WATER WORKS - p. 274

5: Students will demonstrate the ability to analyze the potential costs and benefits of economic choices in market economies including wants and needs; scarcity; tradeoffs; and the role of supply and demand, incentives, and prices.

THE CEO - p. 300

Social Studies 5 *cont.*

IRRIGATION INTERPRETATION - p. 254

PASS THE JUG - p. 392

THE PRICE IS RIGHT - p. 333

6: Students will demonstrate the ability to examine the interaction of individuals, households, communities, businesses, and governments in market economies including competition; specialization; productivity; traditional forms of enterprise; and the role of money and financial institutions.

No correlation

7: Students will demonstrate an understanding of different types of economic systems, their advantages and disadvantages, and how the economic systems used in particular countries may change over time.

No correlation

8: Students will demonstrate an understanding of the patterns and results of international trade including distribution of economic resources; imports and exports; specialization; interdependence; exchange of money; and trade policies.

No correlation

9: Students will demonstrate the ability and willingness to apply economic concepts in the examination and resolution of problems and issues in educational, occupational, civic, and everyday settings.

AFTERMATH - p. 289

BACK TO THE FUTURE - p. 293

THE CEO - p. 300

IRRIGATION INTERPRETATION - p. 254

PERSPECTIVES - p. 397

THE PRICE IS RIGHT - p. 333

SUPER BOWL SURGE - p. 353

~~**10: Students will demonstrate the ability to use maps, mental maps, globes, and other**~~

graphic tools and technologies to acquire, process, report, and analyze geographic information.

BRANCHING OUT! - p.129
COLOR ME A WATERSHED - p. 223
A GRAVE MISTAKE - p. 311
GREAT WATER JOURNEYS - p. 246
IRRIGATION INTERPRETATION - p. 254
LIFE IN THE FAST LANE - p. 79
PIECE IT TOGETHER - p. 174
POISON PUMP - p. 93
THE PRICE IS RIGHT - p. 333
THE PUCKER EFFECT - p. 338
RAINY-DAY HIKE - p. 186
SUPER SLEUTHS - p. 107
WATER CROSSINGS - p. 421
WATER MODELS - p. 201
WET VACATION - p. 206

11: Students will demonstrate an understanding of the physical and human geographic features that define places and regions.

COLOR ME A WATERSHED - p. 223
A HOUSE OF SEASONS - p. 155
IRRIGATION INTERPRETATION - p. 254
PIECE IT TOGETHER - p. 174
POISON PUMP - p. 93
RAINING CATS AND DOGS - p. 435
THE RAINSTICK - p. 442
WATER CELEBRATION - p. 446
WATER MODELS - p. 201
WET VACATION - p. 206
WETLAND SOILS IN LIVING COLOR - p. 212

12: Students will demonstrate an understanding of landform patterns and water systems on Earth's surface; the physical processes that shape these patterns; and the characteristics and distribution of ecosystems.

BRANCHING OUT! - p.129
CAPTURE, STORE, AND RELEASE - p. 133
A DROP IN THE BUCKET - p. 238
GET THE GROUND WATER PICTURE - p. 136

Social Studies 12 *cont.*

GEYSER GUTS - p. 144

THE GREAT STONY BOOK - p. 150
GREAT WATER JOURNEYS - p. 246
HUMPTY DUMPTY - p. 316
LIFE IN THE FAST LANE - p. 79
PEOPLE OF THE BOG - p. 89
PIECE IT TOGETHER - p. 174
RAINY-DAY HIKE - p. 186
SALT MARSH PLAYERS - p. 99
WATER ADDRESS - p. 122
WATER MODELS - p. 201
WET VACATION - p. 206

13: Students will demonstrate an understanding of the impact of human systems on Earth's surface including the characteristics, distribution, and migration of human populations; the nature and complexity of patterns of cultural diffusion; pattern and networks of economic interdependence; processes, patterns, and functions of human settlement; and the forces of cooperation and conflict that shape human geographic divisions.

COLOR ME A WATERSHED - p. 223
COMMON WATER - p. 232
GREAT WATER JOURNEYS - p. 246
IRRIGATION INTERPRETATION - p. 254
PIECE IT TOGETHER - p. 174
SUPER SLEUTHS - p. 107
WATER CROSSINGS - p. 421

14: Students will demonstrate an understanding of the connections between Earth's physical and human systems; the consequences of the interaction between human and physical systems; and changes in the meaning, use, distribution, and importance of resources.

AFTERMATH - p. 289
BACK TO THE FUTURE - p. 293
CAPTURE, STORE, AND RELEASE - p. 133
CHOICES AND PREFERENCES, WATER INDEX - p. 367
COMMON WATER - p. 232
DUST BOWLS AND FAILED LEVEES - p. 303
GET THE GROUND WATER PICTURE - p. 136
A GRAVE MISTAKE - p. 311
GREAT WATER JOURNEYS - p. 246
HUMPTY DUMPTY - p. 316

Social Studies 14 *cont.*

IRRIGATION INTERPRETATION - p. 254

LIFE IN THE FAST LANE - p. 79
PASS THE JUG - p. 392
PIECE IT TOGETHER - p. 174
SUM OF THE PARTS - p. 267
SUPER BOWL SURGE - p. 353
WATER CROSSINGS - p. 421
WET VACATION - p. 206

15: Students will demonstrate the ability to apply their knowledge of geographic concepts, skills, and technology to interpret the past and the present and to plan for the future.

BACK TO THE FUTURE - p. 293
COLOR ME A WATERSHED - p. 223
COMMON WATER - p. 232
A GRAVE MISTAKE - p. 311
GREAT WATER JOURNEYS - p. 246
HUMPTY DUMPTY - p. 316
IRRIGATION INTERPRETATION - p. 254
PIECE IT TOGETHER - p. 174
POISON PUMP - p. 93
THE PRICE IS RIGHT - p. 333
SUPER SLEUTHS - p. 107
WATER CROSSINGS - p. 421
WHOSE PROBLEM IS IT? - p. 429

16: Students will demonstrate the ability to employ historical analysis, interpretation, and comprehension to make reasoned judgements and to gain an understanding, perspective, and appreciation of history and its uses in contemporary situations.

COLD CASH IN THE ICEBOX - p. 373
COLOR ME A WATERSHED - p. 223
COMMON WATER - p. 232
DUST BOWLS AND FAILED LEVEES - p. 303
EASY STREET - p. 382
ENERGETIC WATER - p. 242
A GRAVE MISTAKE - p. 311
THE GREAT STONY BOOK - p. 150
GREAT WATER JOURNEYS - p. 246
IRRIGATION INTERPRETATION - p. 254
THE LONG HAUL - p. 260
NATURE RULES! - p. 262

Social Studies 16 cont.

OLD WATER - p. 171
PASS THE JUG - p. 392

PEOPLE OF THE BOG - p. 89
POISON PUMP - p. 93
THE RAINSTICK - p. 442
WATER: READ ALL ABOUT IT - p. 400
WATER CELEBRATION - p. 446
WATER CONCENTRATION - 407
WATER CROSSINGS - p. 421
WATER MESSAGES IN STONE - p. 454
WISH BOOK - p. 460

17: Students will demonstrate a knowledge of the chronology and significance of the unfolding story of America including the history of their community, New Hampshire, and the United States.

No correlation

18: Students will demonstrate a knowledge of the chronology and significant developments of world history including the study of ancient, medieval, and modern Europe (Western civilization) with particular emphasis on those developments that have shaped the experiences of the entire globe over the last 500 years and those ideas, institutions, and cultural legacies that have directly influenced American thought, culture, and politics.

WATER MESSAGES IN STONE - p. 454

K-12 Mathematics Curriculum Frameworks

1a: Students will use problem-solving strategies to investigate and understand increasing complex mathematical content.

BACK TO THE FUTURE - p. 293
COLOR ME A WATERSHED - p. 223
A DROP IN THE BUCKET - p. 238
A GRAVE MISTAKE - p. 311
MONEY DOWN THE DRAIN - p. 328
POISON PUMP - p. 93
THE PRICE IS RIGHT - p. 333
THIRSTY PLANTS - p. 116

1b: Students will use mathematical reasoning

POISON PUMP - p. 93

2a: Students will communicate their understanding of mathematics

No correlation

2b: Students will recognize, develop, and explore mathematical connections.

AFTERMATH - p. 289
AQUA BODIES - p. 63
BACK TO THE FUTURE - p. 293
CHOICES AND PREFERENCES, WATER INDEX - p. 367
COLD CASH IN THE ICEBOX - p. 373
COLOR ME A WATERSHED - p. 223
A DROP IN THE BUCKET - p. 238
EASY STREET - p. 382
EVERY DROP COUNTS - p. 307
GET THE GROUND WATER PICTURE - p. 136
A GRAVE MISTAKE - p. 311
H2OLYMPICS - p. 30
THE LONG HAUL - p. 260
MACROINVERTEBRATE MAYHEM - p. 322
MONEY DOWN THE DRAIN - p. 328
OLD WATER - p. 171
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Mathematics 2b cont.

THE PUCKER EFFECT - p. 338
REACHING YOUR LIMITS - p. 344
THIRSTY PLANTS - p. 116
THE THUNDERSTORM - p. 196
WATER METER - p. 271
WHAT'S HAPPENING? - p. 425
WHERE ARE THE FROGS? - p. 279

3a: Students will develop number sense and an understanding of our numeration system.

REACHING YOUR LIMITS - p. 344

3b: Students will understand the concepts of number operations.

No correlation

3c: Students will compute.

AFTERMATH - p. 289
AQUA BODIES - p. 63
CAPTURE, STORE, AND RELEASE - p. 133
CHOICES AND PREFERENCES, WATER INDEX - p. 367
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THE PRICE IS RIGHT - p. 333
THIRSTY PLANTS - p. 116
THE THUNDERSTORM - p. 196
WATER METER - p. 271

3d: Students will use mental computation and estimation skills and strategies and know when it is appropriate to do so.

AFTERMATH - p. 289
AQUA BODIES - p. 63
COLOR ME A WATERSHED - p. 223
A DROP IN THE BUCKET - p. 238
EASY STREET - p. 382

Mathematics 3d cont.

THE LONG HAUL - p. 260
MONEY DOWN THE DRAIN - p. 328
THIRSTY PLANTS - p. 116

4a: Students will name, describe, model, classify, and compare geometric shapes and their properties with an emphasis on their wide applicability in human activity.

No correlation

4b: Students will develop spatial sense.

No correlation

4c: Students will develop an understanding of measurement and systems of measurement through experiences which enable them to use a variety of techniques, tools, and units of measurement to describe and analyze quantifiable phenomena.

COLD CASH IN THE ICEBOX - p. 373
COLOR ME A WATERSHED - p. 223
GET THE GROUND WATER PICTURE - p. 136
A GRAVE MISTAKE - p. 311
H2OLYMPICS - p. 30
OLD WATER - p. 171
THE PRICE IS RIGHT - p. 333
THIRSTY PLANTS - p. 116
THE THUNDERSTORM - p. 196

4d: Students will know the basic concepts of trigonometry and apply these concepts to real-world problems.

No correlation

5a: Students will use data analysis, statistics, and probability to analyze given situations and the outcomes of experiments.

AFTERMATH - p. 289
BACK TO THE FUTURE - p. 293
CHOICES AND PREFERENCES, WATER INDEX - p. 367
COLD CASH IN THE ICEBOX - p. 373

Mathematics 5a cont.

COLOR ME A WATERSHED - p. 223

EVERY DROP COUNTS - p. 307
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WATER METER - p. 271
WHAT'S HAPPENING? - p. 425
WHERE ARE THE FROGS? - p. 279

6a: Students will recognize patterns and describe and represent relations and function with tables, graphs, equations, and rules, and analyze how a change in one element results in a change in another.

GET THE GROUND WATER PICTURE - p. 136
MACROINVERTEBRATE MAYHEM - p. 322
THE THUNDERSTORM - p. 196
WATER METER - p. 271
WHAT'S HAPPENING? - p. 425
WHERE ARE THE FROGS? - p. 279

6b: Students will use algebraic concepts and processes to represent situations that involve variable quantities with expressions, equations, inequalities, matrices, and graphs.

AFTERMATH - p. 289
A GRAVE MISTAKE - p. 311
THE THUNDERSTORM - p. 196

7a: Students will be able to use concepts about mathematical change in analyzing patterns, graphs, and applied situations.

CAPTURE, STORE, AND RELEASE - p. 133
CHOICES AND PREFERENCES, WATER INDEX - p. 367
COLD CASH IN THE ICEBOX - p. 373
COLOR ME A WATERSHED - p. 223
MACROINVERTEBRATE MAYHEM - p. 322

8a: Students will use a variety of tools from discrete mathematics to explore and model real-world situations.

THE PRICE IS RIGHT - p. 333

K-12 English Language Arts Curriculum Frameworks

1: Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.

THE GREAT STONY BOOK - p. 150

RAINING CATS AND DOGS - p. 435

2: Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.

AQUA NOTES - p. 66

BRANCHING OUT! - p.129

THE CEO - p. 300

DUST BOWLS AND FAILED LEVEES - p. 303

THE GREAT STONY BOOK - p. 150

GREAT WATER JOURNEYS - p. 246

A HOUSE OF SEASONS - p. 155

IMAGINE! - p. 157

THE INCREDIBLE JOURNEY - p. 161

LIFE IN THE FAST LANE - p. 79

MACROINVERTEBRATE MAYHEM - p. 322

MOLECULES IN MOTION - p. 47

NATURE RULES! - p. 262

PEOPLE OF THE BOG - p. 89

PIECE IT TOGETHER - p. 174

POETIC PRECIPITATION - p. 182

SALT MARSH PLAYERS - p. 99

SPARKLING WATER - p. 348

STREAM SENSE - p. 191

SUM OF THE PARTS - p. 267

SUPER BOWL SURGE - p. 353

THIRSTY PLANTS - p. 116

THE THUNDERSTORM - p. 196

WATER: READ ALL ABOUT IT - p. 400

WATER ADDRESS - p. 122

WATER BILL OF RIGHTS - p. 403

WATER CELEBRATION - p. 446

WATER CONCENTRATION - 407

WATER CROSSINGS - p. 421

WATER METER - p. 271

WATER WRITE - p. 457

WET VACATION - p. 206

English/Language Arts 2 *cont.*

WET-WORK SHUFFLE - p. 360

WHAT'S HAPPENING? - p. 425

WHAT'S THE SOLUTION? - p. 54

3: Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively and critically.

Due to the broad nature of this framework, any Project WET activity aligns with it.

4: Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

ADVENTURES IN DENSITY - p. 25

DUST BOWLS AND FAILED LEVEES - p. 303

POETIC PRECIPITATION - p. 182

WATER BILL OF RIGHTS - p. 403

WATER WRITE - p. 457

5: Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas.

AFTERMATH - p. 289

A-MAZE-ING WATER - p. 219

AQUA BODIES - p. 63

THE CEO - p. 300

COLOR ME A WATERSHED - p. 223

COMMON WATER - p. 232

DUST BOWLS AND FAILED LEVEES - p. 303

ENERGETIC WATER - p. 242

EVERY DROP COUNTS - p. 307

GREAT WATER JOURNEYS - p. 246

HOT WATER - p. 388

LIFE IN THE FAST LANE - p. 79

MACROINVERTEBRATE MAYHEM - p. 322

NATURE RULES! - p. 262

PASS THE JUG - p. 392

PEOPLE OF THE BOG - p. 89

PERSPECTIVES - p. 397

PIECE IT TOGETHER - p. 174

English/Language Arts 5 *cont.*

THE PRICE IS RIGHT - p. 333
REACHING YOUR LIMITS - p. 344
SALT MARSH PLAYERS - p. 99
SPARKLING WATER - p. 348
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SUPER SLEUTHS - p. 107
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WATER: READ ALL ABOUT IT - p. 400
WATER ADDRESS - p. 122
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WATER COURT - p. 413
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WET-WORK SHUFFLE - p. 360
WHAT'S HAPPENING? - p. 425
WHERE ARE THE FROGS? - p. 279
WHOSE PROBLEM IS IT? - p. 429

6: Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing to communicate effectively.

Due to the broad nature of this framework, any Project WET activity will align with it.

7: Students will demonstrate competence in applying the interactive language processes of reading, writing, speaking, listening, and viewing to succeed in educational, occupational, civic, social, and everyday settings.

Due to the broad nature of this framework, any Project WET activity will aligns with it.